

Charter Renewal Petition

Submitted to the Oxnard Union High School District

Renewal Petition Submitted November 15, 2017

**Requested Charter Renewal Term:
July 1, 2018 – June 30, 2023**

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AFFIRMATIONS AND DECLARATION

The Camarillo Academy of Progressive Education Charter School (“CAPE” or the “Charter School”) will follow any and all federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Camarillo Academy of Progressive Education Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations applicable to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

I. INTRODUCTION

History and Overview

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 philosophy of teaching¹.

In response to the closure of Los Senderos, a group of parents began to research the feasibility of creating a charter school 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 philosophy education program at Los Senderos, in a public charter school serving grades K-12 granted and overseen by the Oxnard Union High School District (the “District”). The District approved the charter on May 22, 2007 to operate for one year. In May 2008, the District approved the charter to operate under a five-year charter term from July 1, 2008 through July 1, 2013. In November 2012, the District approved the charter to operate under another five-year charter term from July 1, 2013 to July 1, 2018.

Successes and Accomplishments of the Previous Charter Term: 2013-2018

In the eleven years since the Charter School’s inception, Camarillo Academy of Progressive Education has evolved, expanded and celebrated great achievements. 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. Among the numerous successes experienced are the following achievements that have contributed to the growth and development of CAPE between 2007-2018.

- 2013 WASC Accreditation
- 2016 California Golden Ribbon School
- 2017 California Honor Roll School
- 2017 California Honor Roll Charter School
- 2017 California Honor Roll School with Specialization in STEM
- 2012 California Distinguished School Award
- California Business for Education Excellence Honor Roll
- Named one of the Top Ten Charter Schools of California (2013 Study by USC)
- 98% of staff has been retained over the past 5 years
- Participation in Camarillo Academic Olympics
- Super Quiz Team placed 1st in citywide competition multiple years
- Annual participation in Ventura County Spelling Bee



¹ The school opened initially in 1976 under the name “Los Bedford Open School” as a K-5, eventually changing its name to Los Senderos in 2002 and expanding to 8th grade in 2004-2005.

- Robotics Team actively involved in First Lego League (“FLL”) and all local competitions
- Big and Little Buddy Program
- Beginning and Advanced Band Program
- 4th Grade mandatory Build-a-Band program
- Guitar
- Strings
- Spanish
- Development of Musical Theater
- CAPE Cares Service Projects
- High School (grades 9-12) expansion implemented in fall of 2017
- Artist and Composer of the Month
- Junior Optimist Club
- CAPE Leadership Team
- Partnership with Oxnard Union High School District to provide high school readiness for our 8th graders
- After school athletics program (flag football, volleyball, basketball, soccer)
- Student teacher placement site for CSUCI and Cal Lutheran University
- Annual Participation in the Ventura County Geo Bee
- Annual Participation of 8th graders in the Ventura County Geo Bowl
- Annual Participation in the 3rd grade PVEF Speech Tournament



These achievements supplement the progress made, which have been successful in providing a rigorous, project-based educational program for all students. CAPE strives to provide an education that encourages students to become positive, responsible, contributing citizens who value themselves and others in their choices as they strive to become life-long learners.

Charter Renewal Criteria

The following shall serve as documentation confirming that CAPE exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b).

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (“API”) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Also see Appendix A: CDE DataQuest/CAASPP Reports)

*Note on Testing Data

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of Charter School and Comparison Schools Data

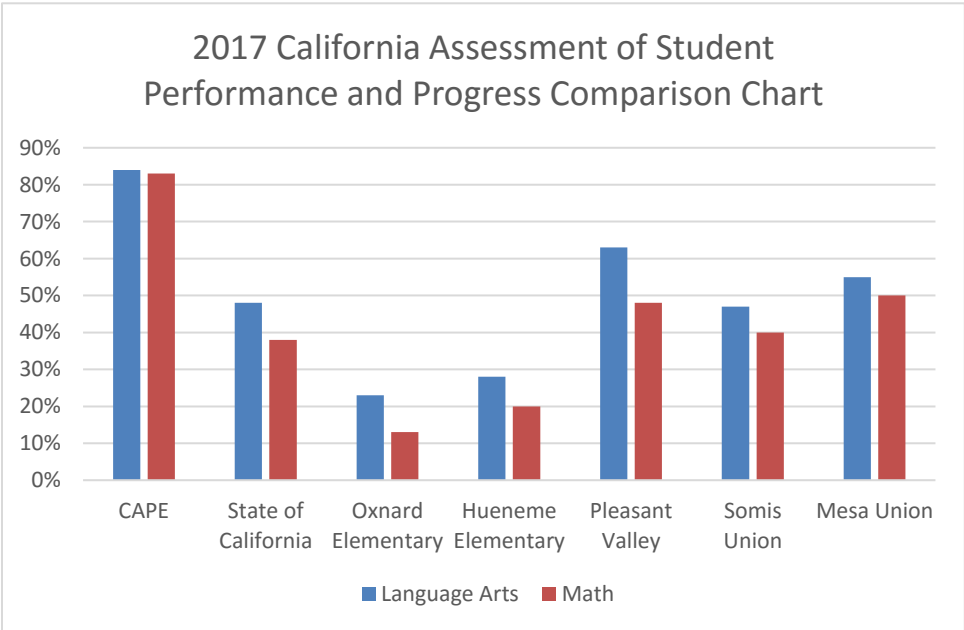
CAPE California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-17: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017
Schoolwide	ELA	73%	77%	84%
	Math	68%	76%	83%
Hispanic or Latino	ELA	62%	73%	79%
	Math	48%	67%	70%

Asian	ELA	88%	88%	88%
	Math	76%	92%	97%
White	ELA	73%	76%	85%
	Math	73%	80%	84%
Two or More Races	ELA	72%	89%	87%
	Math	62%	80%	93%
Economically Disadvantaged	ELA	48%	63%	79%
	Math	39%	60%	65%
Students with Disability	ELA	61%	62%	67%
	Math	58%	59%	70%

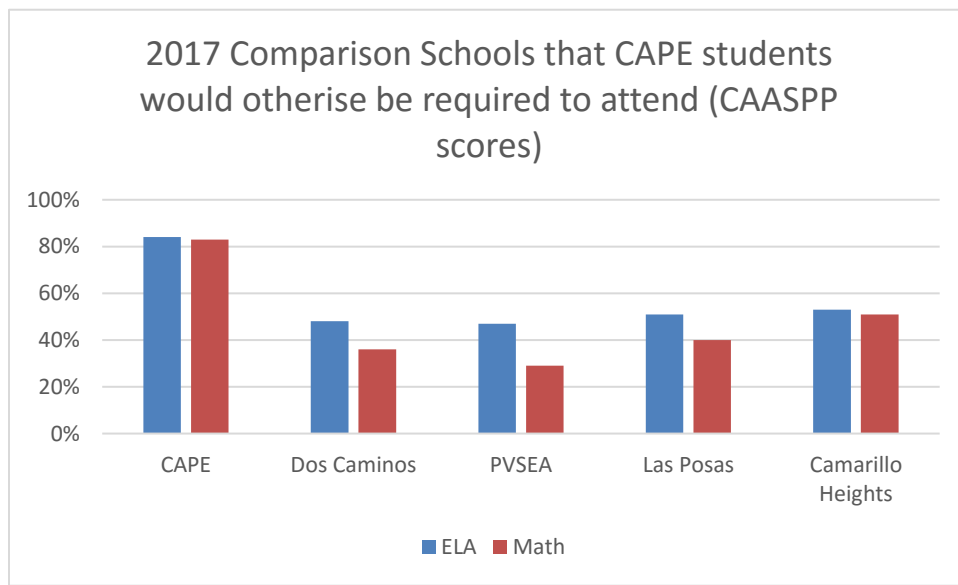
CAPE Scores

School	Schoolwide Assessment	2015	2016	2017
CAPE	ELA	73%	77%	84%
	Math	68%	76%	83%



Comparison Schools That CAPE Students Would Otherwise Be Required to Attend

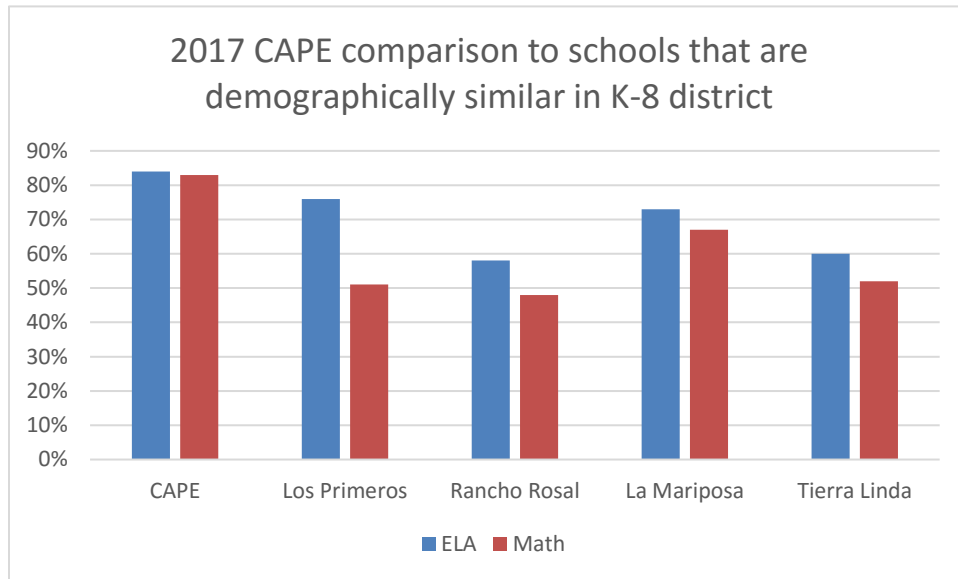
School	Schoolwide Assessment	2015	2016	2017
Dos Caminos	ELA	48%	51%	48%
	Math	34%	41%	36%
PVSEA (formerly El Descanso)	ELA	44%	46%	47%
	Math	26%	25%	29%
Las Posas	ELA	45%	48%	51%
	Math	27%	44%	40%
Camarillo Heights	ELA	55%	66%	53%
	Math	49%	56%	51%



Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017
Los Primeros	ELA	73%	73%	76%
	Math	47%	54%	51%
Rancho Rosal	ELA	48%	51%	58%
	Math	38%	44%	48%

La Mariposa	ELA	71%	72%	73%
	Math	62%	64%	67%
Tierra Linda	ELA	63%	63%	60%
	Math	53%	58%	52%



Further, CAPE also qualifies for renewal in accordance with Education Code Section 47607(b)(1)-(2), as described below:

- In 2013, the last year when the API was recorded, CAPE met its API growth target, both school wide and for numerically significant pupil subgroups, in conformance with Education Code Section 47607(b)(1). The API report is attached as Appendix B.
- CAPE achieved a statewide API rank of 9 in 2013, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Therefore, CAPE has exceeded the minimum criteria for renewal by meeting not one, but three of the possible criteria.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

A. Mission and Philosophy



The mission of Camarillo Academy of Progressive Education 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/she can, enabling pupils to become self-motivated, competent, life-long learners, who are equipped for the challenges of the 21st century.

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 into the curriculum 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.

B. Whom the School is Attempting to Educate

CAPE will educate students in grades kindergarten through twelve. Grades kindergarten through eighth grade will be in a traditional physical campus setting. Grades nine through twelve will initially be an independent study online program with a maximum of twenty students. The Charter School’s current enrollment is 576, with future growth to be determined in accordance with the facility’s capacity and demand.

CAPE will be open to all students who wish to enroll. This is subject only to capacity, at which point a public 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 Oxnard Union High School District and surrounding communities to attract a population of students reflective of the racial and ethnic backgrounds of the territorial jurisdiction of the District. CAPE’s current enrollment and student demographic information is provided in the Appendix C.



C. Definition of an “Educated Person” in the 21st Century

An “educated person” in the 21st century is one who will continue the path of learning throughout his or her adult life. The progressive philosophy of CAPE allows each child to dynamically participate in his or her own education. Personal responsibility is emphasized, which builds self-esteem and self-motivation and is necessary to become a functioning citizen in the future. The active, cooperative partnership among parents, students and teachers creates an environment where

learning occurs for its own sake— for its intrinsic value and sparks imagination, ignites a love for learning and encourages each individual to be and to do the best he or she can.

An “educated person” in the 21st century is well-versed in core subject areas. CAPE will provide instruction, using standards-based curricula, in the core subjects of language arts, mathematics, science and history/social science. Research also shows that exercise, nutrition, music and art all enhance brain activity that leads to better academic performance. Therefore, CAPE will also provide instruction in physical education and health, Spanish, music and art. At the middle-school level, students will participate in electives that are connected to skills and knowledge they will need to navigate their world today and in the future.



An “educated person” in the 21st century is a self-motivated and competent learner who functions well as a citizen of an ever-changing world. CAPE will stress the life skills necessary for self-motivation and competent learning, including citizenship and opportunities to mentor other students. Problem solving, conflict resolution and community service provides 21st century students with the experience and training needed to conduct themselves in a manner conducive to functioning in the quickly changing world in which they will grow. CAPE will foster global, independent and creative thinkers who: feel confident in themselves; are willing to put forth opinions, thoughts and beliefs; and work cooperatively. Accountability enhances the personal responsibility necessary for the continued advancement of the student well beyond the promotion from CAPE.

D. Curriculum and Instructional Design (“How Learning Best Occurs”)

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 fully 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 shall provide safe, nurturing and



intellectually 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 continuously 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 continuous review of assessment results.

Teachers will 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 life-long learners.

Attached as Appendix D, please find curriculum for the core subjects and programs used at CAPE.

Some of the key instructional programs and methodologies are as follows:

- Project-Based Learning – We believe that learning best occurs when utilizing project-based learning methodologies. Project-based learning is an instructional approach 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 describe above, while at the same time delivering content based on the common core standards. These skills include, but are not limited to, problem solving, citizenship, organization, time management, group participation and leadership skills. The students utilize high-level thinking skills while the teachers facilitate and guide 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 core 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.

- Lucy Calkins Readers and Writers – This program builds on decades of research, curriculum development, and working shoulder to shoulder with students, teachers and school leaders. This curriculum is designed to give young people extraordinary power, not only as readers, but also as thinkers. When young people are explicitly taught the skills and strategies of proficient reading and are invited to live as richly literate people do, carrying books everywhere, bringing reading into every nook and corner of their lives, the results are dramatic. The program is rooted in best practices and newest thinking.
- Everyday Mathematics 4 – 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 will learn math through a hands-on, practical approach that utilizes math games and parent involvement to promote higher-level thinking. Students will 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 will help students develop the ability to recognize when information is needed, locate and evaluate the credibility of the information, and effectively use information. Students will learn to research by using the Internet in a safe and effective manner. The teachers will utilize technological tools to guide students in judging sources, recognizing valid or invalid sources of information, and judging the source's 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 will be used to complement project-based learning. Through information literacy, CAPE will promote the skills, knowledge and attitudes that allow students to develop effective lifelong information awareness, including strategies for seeking, managing, and presenting information.
- Delta Education Next Generation Foss Science – Research shows that the best way to learn science is by doing science. FOSS next generation puts the Next Generation Science Standard ("NGSS") into practice by integrating all three dimensions: the

disciplinary core ideas, the science and engineering practices and the crosscutting concepts. This program is designed to help CAPE students develop more sophisticated ways to think about the core ideas of science.

- Depth and Complexity – The teachers will differentiate instruction within the scope of one lesson. Differentiated instruction is the manner in which each teacher will modify the core curriculum and design strategies to address the unique needs of each student. The teachers will modify 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.
- Civic Mirror – This simulation based social studies curriculum actively engages students in learning about government, law, economic and citizenship. Instead of students just learning about things, Civic Mirror allows students to experiment with the social studies curriculum and content.
- 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. CAPE will employ a part time music teacher and experts in musical theatre and choir. All students in fourth grade will

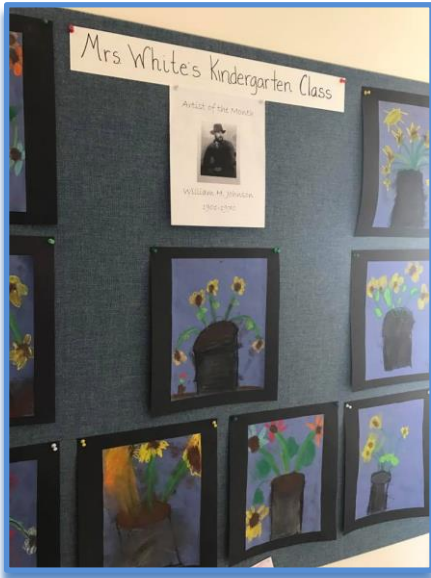


be provided with a school issued instrument and receive an eight-week introduction to band program (Build a Band). CAPE will offer strings, guitar, beginning and advanced band programs in addition to the build a band program. Throughout the school year the children will perform for their parents and fellow students.

- Spanish – CAPE will employ a part time Spanish teacher. Students in grades K-8 will participate in weekly Spanish classes. Spanish classes will address Spanish

conversational speaking, grammar, writing and cultural awareness. High school Spanish classes are also available through Connexus.

- Volunteer-driven enrichment programs – Within the constraints of the budget and willingness of the volunteers, the student’s education will be further enriched through the following or similar programs:



- Composer of the Month and Artist of the Month 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.
- Mini-courses are elective-type classes where parent and community volunteers come to the campus once a week for four weeks twice a year 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, Computer coding, STEM 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.

Attached as Appendix E is a draft school calendar for 2018-2019, a bell schedule, instructional minutes, and as Appendix F, two narratives describing a typical day in the life of two CAPE students one in grade 2 and the other in grade 7.

Western Association of Schools and Colleges (“WASC”) Accreditation



In the spring of 2013 CAPE received a six year WASC accreditation. To prepare for WASC we completed an extensive self-study. The process became a catalyst for growth as well as a rubric by which we continue to examine the integrity of our total school program. The self-study gave 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. CAPE staff meets weekly in crew meetings to discuss, evaluate and improve upon our programs. There are five crews with each crew having a minimum of four employees: School Culture, Instruction, Curriculum, Assessment and Intervention. CAPE underwent a two-day mid cycle review in the spring of 2017. Attached as Appendix G are the latest WASC reports.

E. Plans For Students Who Are Academically Low Or High Achieving

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, standardized test results, including CAASPP and CAST, and other observable academic factors.

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

- 1) Depth and Complexity - This program inspires lower 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.
- 2) 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.
- 3) 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 lower 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 CCSS are taught at the same time. Since the program starts by utilizing the familiar— using examples from the students’ own lives—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 learning environment for that child.

An example was in 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.

- 4) Technology – CAPE provides various apps and websites that can be utilized both inside and outside of the classroom to provide additional support for low achieving students across all areas of curriculum.

- Language Arts – The following apps and websites are used to support reading and writing growth for low achieving students
 - ReadWorks
 - IXL (language arts)
 - Google Classroom/Google Apps
 - Spelling City
 - Accelerated Reader
 - STAR360 (language arts)
 - StarFall
 - Flocabulary
 - WordlyWise3000.com
 - Kahoot
 - Epic
 - Brain Pop
 - Smart Notebook

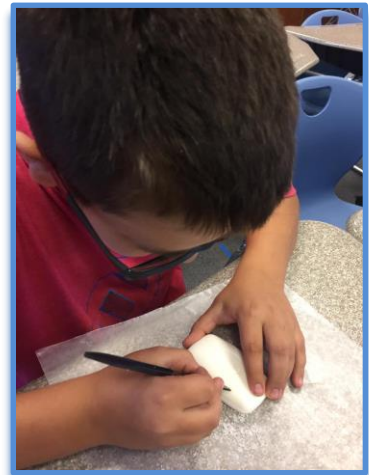
- Math – The following apps and websites are used to support low achieving students in achievement in the mathematical standards:
 - Flocabulary
 - Prodigy
 - STAR360 (math)
 - IXL (math)
 - StarFall
 - Kahoot
 - Brain Pop
 - McGrawHill ConnectEd

- Science – The following apps and websites are used to support low achieving students in achievement in the Next Generation Science Standards:
 - Zingy Learning
 - Brain Pop
 - FOSS Web
 - Flocabulary
 - Epic!
 - Kahoot
 - Readworks
 - ScienceWorld.com-supplement to magazine subscription
 - Scilinks.org- (annotated websites for research)
 - STEMscopes (digital student accounts)
 - Sciencebuddies.org
 - Cellsalive.com
 - KhanAcademy
 - Explorelearning.org
 - Amusement Park Physics Edheads.org
 - Nearpod
 - ComicLife
 - iCell
 - GeneScreen
 - CDC: Solve the Outbreak
 - goReact
 - StopMotion
 - Earth in 60 sec
 - Virtual Heart
 - Photon (browser for flashplayer)

- Social Studies - The following apps and websites are used to support low achieving students in achievement in the social science standards:
 - Brain Pop
 - Epic!
 - Kahoot
 - Active Classroom - Learning Management System
 - Flocabulary
 - StrataLogica (Atlas and Mapping resources)
 - Google Classroom/Google Drive
 - LA Times E-Edition
 - Docs Teach
 - Today's Meet
- Most Frequently Used for Assignment and Project Creation in Social Studies:
- Google Drive (Docs, Slides)
 - Padlet
 - Garage Band (Recording voices)
 - Comic Life
 - Notability
 - iMovie

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

- 1) Depth and Complexity – Through depth and complexity, the higher 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 higher 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.
- 2) 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.
- 3) Storyline – The teacher begins by discovering what the higher achieving student already knows or has experienced. The hands-on experience for this pupil takes this background and builds around 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.

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

- 5) Technology – CAPE provides various apps and websites that can be utilized both inside and outside of the classroom to provide additional support for high achieving students across all areas of curriculum.
 - Language Arts – The following apps and websites are used to support reading and writing growth for high achieving students
 - ReadWorks
 - IXL (language arts)
 - Google Classroom/Google Apps
 - Spelling City
 - Accelerated Reader
 - STAR360 (language arts)
 - StarFall
 - Flocabulary
 - WordlyWise3000.com
 - Kahoot
 - Epic
 - Brain Pop
 - Smart Notebook

 - Math – The following apps and websites are used to support high achieving students in the mathematical standards:
 - Flocabulary
 - Prodigy
 - STAR360 (math)
 - IXL (math)
 - StarFall
 - Kahoot
 - Brain Pop
 - McGrawHill ConnectEd

 - Science – The following apps and websites are used to support high achieving students in the Next Generation Science Standards:
 - Zingy Learning
 - Brain Pop
 - FOSS Web
 - Flocabulary
 - Epic!
 - Kahoot
 - Readworks
 - ScienceWorld.com-supplement to magazine subscription
 - KhanAcademy
 - Explorelearning.org
 - Amusement Park Physics Edheads.org
 - Nearpod
 - ComicLife
 - iCell
 - GeneScreen
 - CDC: Solve the Outbreak
 - goReact
 - StopMotion

- Scilinks.org- (annotated websites for research)
 - STEMscopes (digital student accounts)
 - Sciencebuddies.org
 - Cellsalive.com
 - Earth in 60 sec
 - Virtual Heart
 - Photon (browser for flashplayer)
- Social Studies - The following apps and websites are used to support high achieving students in achievement in the social science standards
- | | |
|---|--|
| <ul style="list-style-type: none"> • Brain Pop • Epic! • Kahoot • Active Classroom - Learning Management System • Flocabulary • StrataLogica (Atlas and Mapping resources) • Google Classroom/Google Drive • LA Times E-Edition • Docs Teach • Today's Meet | <p>Most Frequently Used for Assignment and Project Creation in Social Studies:</p> <ul style="list-style-type: none"> • Google Drive (Docs, Slides) • Padlet • Garage Band (Recording voices) • Comic Life • Notability • iMovie |
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F. Plan For English Learners

Overview

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

CAPE shall meet all applicable legal requirements for EL students 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, monitoring and evaluating program effectiveness and standardized testing requirements. CAPE will implement policies to ensure the proper placement, evaluation, and communication regarding ELs and the rights of students and their parents.

Home Language Survey

CAPE will administer the home language survey upon a student's initial enrollment into the Charter School, which will be included on the enrollment forms.

California English Language Development Test

All new students who indicate their home language is not English will be given the CELDT fall 2017. The Charter will follow the District guidelines on implementation of the ELPAC Initial Assessment starting in 2018. CAPE will notify all parents of its responsibility to administer the CELDT and will give the results of each student's CELDT to his or her parents/guardians within thirty (30) days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the ESSA for annual testing in English proficiency.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT. In Spring 2018, the ELPAC Summative Assessment will be used to determine reclassification.

Reclassification Procedures

In determining whether to classify a pupil as proficient in English, reclassification procedures utilize multiple criteria that include, but are not limited to, all of the following:

- 1) assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;
- 2) participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil in evaluating the pupil's mastery of the curriculum;
- 3) opinion and consultation of parents/guardians, who will be notified of the language reclassification and placement process and their opportunity to participate and who will be encouraged to participate in the reclassification procedure by sharing their opinions and recommendations;
- 4) comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills—based upon the performance of English proficient pupils of the same age—that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English; and

Strategies for Instruction and Intervention for English Learners

CAPE teachers incorporate the English Language Development standards of Interacting in a Meaningful Way, Learning How English Works and the Use of Foundational Literacy Skills into

their daily classroom instruction. All CAPE teachers are trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques to meet the needs of English 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:

- 1) 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.

- 2) 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.

- 3) 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 bases of project-based learning, the storyline method and CAPE's commitment to depth and complexity.

- 4) 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. CAPE's emphasis on collaborative group work provides peer to peer scaffolding where English Language Learners are able to get practice using and practicing the language.
- 5) 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.
- 6) 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. Students will participate in activities such as the deconstruction of sentences so that they are focusing on the way the English language works in the context of the subject matter. Often the teachers are the only role models that students will ever come in contact with for the language of the content areas.
- 7) 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 percent of the new vocabulary prior to listening to or reading particular passages. The teachers utilize 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 percent understanding the first time around.

- 8) 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 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.
- 9) Higher Order Thinking Skills – CAPE teachers look for evidence of these skills through observing active learning and through the use of depth and complexity.
- 10) 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?
- 11) 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.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Attached as Appendix H is CAPE’s EL Strategies, Techniques and Activity Guide

G. Serving Students With Disabilities

Overview

CAPE shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Act (“IDEA”).

CAPE shall be categorized as a “public school” of the District as defined in Education Code Section 47641(b). CAPE shall comply with all terms of a memorandum of understanding (“MOU”) between the District and CAPE related to the delineation of duties between the District and CAPE.

CAPE shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area (“SELPA”) policies and procedures, and shall utilize appropriate SELPA forms.

CAPE shall be solely responsible for its compliance with Section 504 and with the ADA. The facilities to be utilized by CAPE shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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 benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability that substantially limits a major life activity, including, but not limited to, learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director(s) and shall include the parent/guardian, the student (as appropriate) and other qualified persons who are knowledgeable about the student, the meaning of the evaluation data, placement options and accommodations. The 504 team will review the student’s existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine

eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- 1) tests and other evaluation materials that have been validated for the specific purpose for which they are used and have been administered by trained personnel;
- 2) tests and other evaluation materials tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and
- 3) tests that are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing a 504 Plan for the student, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, including parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director(s) will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she will review the 504 Plans with long-term substitutes. A copy of each 504 Plan shall be maintained in the respective student's file. Each student's 504 Plan will be reviewed at least once per year to determine its appropriateness, needed modifications, and continued eligibility.

Attached as Appendix I is CAPE's policy with regard to identification, evaluation and education under Section 504.

Services for Students under the IDEA

While the Charter School operates with the designation of a public school of the District for purposes of special education, CAPE nevertheless provides special education and related services for its students, pays for such services from its special education allocation and general fund, and assumes liability for such services. The District shall forward all state and federal special education revenues generated by the Charter School's enrollment to the Charter School and the Charter School shall provide all necessary special education instruction and related services. The Charter School shall use the LCFE to make up any shortfalls from the special education revenues received.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director(s) and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or

severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that the District shall represent it at all SELPA meetings.

Funding

The District shall annually pass through CAPE's special education allocation to the Charter School.



H. High School Program

- **Overview**

CAPE Charter School began admitting high school students beginning in the fall of 2017. Students will be selected using the CAPE lottery process. For the school year 2017-2018, up to ten (10) students will be in the high school program as 9th, 10th, 11th or 12th graders. Each year thereafter, students will be added until there is a maximum of 20 students total in grades 9-12. As with the elementary students, CAPE will target high school students and families who are looking for a progressive philosophy of learning. As noted before, progressive philosophy of CAPE allows each child to participate in his or her own education. Personal responsibility will be especially emphasized for high school students. This will help students build self-esteem and self-motivation, which is necessary to become a functioning citizen in the future.

- **Course Transferability**

CAPE will inform parents of course transferability through a parent/student handbook that includes specific information on course transferability and outlines school policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as they are available. All entering high school students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the “A to G” admissions criteria and the approved course list for the University of California and the California State University, a statement regarding the transferability of courses to other district and out of district high schools will be included.

In addition to course descriptions, the handbook will also include information on the CHSPE, Career Technical Education, Community College Concurrent Enrollment, ROP courses and Work Experience. In addition, a CAPE counselor will be available to address credits, course selections and college planning. CAPE will offer PSAT testing. Also, the OUHSD offers a College Fair, Career Fair, and SAT and ACT workshops for students in the district even if they do not attend a district sponsored school. CAPE also plans to have College and Career Information Nights, where the counselor and college and career representatives can present the many options available to students.

CAPE is fully accredited by the Western Association of Schools and Colleges. This ensures that high School courses will be transferable to other high schools.

Both the “A to G” list and transferability of classes will be updated on a yearly basis. A diploma certified by Camarillo Academy of Progressive Education (CAPE) will be issued to all students who meet the CAPE graduation requirements.

- **Graduation Requirements**

CAPE will follow the graduation requirements established by the Oxnard Union High School District beginning with the class of 2018. Minimum requirements for graduation are:

English – 40 credits
Mathematics – 30 credits
Physical Education – 20 credits
Science – 20 credits
Health Education/State Requirements – 5 credits
Social Science – 35 credits
Foreign Language or Visual and Performing Arts or Career Technical Education – 20 credits
Elective Coursework – 60 credits
Total – 230 credits

- **On-Line Course Work**



Like many other small schools, CAPE has chosen to utilize courses offered through a vendor, Pearsons Connexus (Connections Learning) for their high school students. Pearsons Connexus will provide CAPE with the curriculum, platform and the teachers. All Pearson courses are A-G acceptable and follow the Common Core standards. Pearson Connexus is a division of Connection Education which is accredited by AdvancED. Pearson teachers will teach the course and recommend a grade, but CAPE will grant the credit.

While CAPE Charter School believes in encouraging all students to keep their educational options available by pursuing a course of study that will enable them a good chance of being admitted into college, CAPE also recognizes and honors students who have goals other than attending college. Therefore, all CAPE High School students will be required to complete CAPE’s Recommended Course of Study for College Bound Students, which is aligned with college admission requirements through the National Association for College Admission Counseling as well as the UC/CSU recommended course of study.

CAPE’s learning program provides students and their families the flexibility to work with a rigorous and challenging curriculum that reflects the student’s ability and goals. CAPE will provide core courses for college-prep credit, and College Board approved Advanced Placement credit. If a student has a need to move at a slower pace, Foundation courses will also be offered for general studies credit.

Transcripts

All work attempted and completed by a CAPE High School Student is recorded on a high-school transcript. The Students Records office maintains a computerized transcript system. The school administrators will utilize the transcript system to determine a student’s grade point average. Any school making an official written request for a student’s cumulative file will be given a copy of a current transcript. The transcript will show work completed through as well as credits earned from CAPE Charter School.

Annual Goals and Actions in the State Priorities

In accordance with Education Code Section 47605(b)(5)(A)(ii), the Charter School has presented a reasonably comprehensive description of its annual goals and actions, schoolwide and for all numerically significant student subgroups, in the state priorities, in its Local Control and Accountability Plan (“LCAP”), attached as Appendix J.

III. MEASURABLE STUDENT OUTCOMES & METHODS OF MEASUREMENT OF PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

A. Annual Goals and Actions in the State Priorities

In accordance with Education Code Section 47605(b)(5)(B), the Charter School has presented a reasonably comprehensive description of its pupil outcomes, schoolwide and for all numerically significant student subgroups, aligned with the state priorities, in its LCAP, attached as Appendix J.

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

B. School wide Outcomes and Methods Of Measurement

CAPE shall meet all statewide standards and conduct pupil assessments required pursuant to Education Code Sections 60605 and 60851 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 exceed the district-wide average for attendance and shall meet or exceed a 96 percent attendance rate.	Daily attendance reporting via Synergy P2 Reports	June of each year (Appendix K)

All Students	CAPE shall meet its California School Dashboard and CAASPP growth targets school-wide and within reportable subgroups on an annual basis.	CAASPP Data and California Dashboard	May of each year (Appendix A)
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
EL Students	EL identified students will make at least one level of advancement in language proficiency	California English Language Development Test (CELDT), Running Records, Benchmark 360	Fall of each year and at the end of each trimester
All Students	Students will develop and show growth towards grade-level proficiency in all academic areas	Report Cards, Benchmark 360 scores, CAASPP data, student project and portfolios	At the end of each trimester
All Students	Students will be exposed to art and music on a regular basis through artist and composer of the month, band, strings, art electives and mini courses	Student Portfolios Student Report Cards Student Performances	At the end of each trimester
All Students	Students will develop an understanding of physical fitness and its relationship to a healthy mind and body	State mandated physical performance tests, student report cards, staff observations	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. Please review Appendix A and K for outcomes achieved by CAPE.



CAPE will implement a cyclical feedback process to ensure that measurable outcomes of pupils are used to inform and guide instruction. Teachers will be trained to work with California’s statewide standards and the chosen curricular program(s) to determine pupil outcomes and align assessments to those outcomes. The teachers and director(s) will also develop plans for each grade level that identify when each standard will be assessed during the course of the year.

The Charter School will use Renaissance Learning (or any comparable system) to compile and disaggregate assessment data by student subgroups, and create a variety of instructive data reports. These reports will be used by teachers and other staff to

collectively analyze student performance. CAPE will conduct a multi-year study of student performance by sub-groups and grade level. Each year of the study, the Charter School's staff and its governing board will examine the findings and plan to make appropriate adjustments to ensure the success of all students in the Charter School.

During teachers' collaborative meetings, teachers will use data from student conferences and other data analyses to identify students' academic strengths and weaknesses, and use that information to guide their instructional design. Teachers will be responsible for submitting the notes from these meetings to the Director(s), who will use this process to constantly monitor the use of data to drive instruction. The data analysis process will also help the Charter School staff determine which students are in need of intervention or enrichment.

Student progress shall be measured through varied and diverse methods that include traditional forms, such as grades, unit tests and standardized tests, as well as on-going "authentic assessment" methods, such as demonstrations, performances and exhibitions.

Students will also be measured in non-curricular areas, such as class attendance and discipline, to ensure that they are meeting their social responsibilities. CAPE believes that students develop important life skills when they are held accountable for both performance and conduct.

CAPE will centrally manage scores from assessments and other meaningful quantifiable data so that students' progress within particular subjects and across all subjects and areas of interest can be monitored.

CAPE will provide the students and teachers with this progress data so that the Charter School staff, students and parents can track individual student performance throughout the students' careers at CAPE. Teachers and students shall be able to critically analyze student data, identify strengths and opportunity areas, and define goals for the students. Goals will be jointly set by teachers and students, and student progress will be tracked and discussed with both students and parents on a regular basis. Parent participation will be essential in setting up individual educational contracts when needed and managing the students as they successfully progress through their goals and objectives. This information will be used to identify areas of improvement for students, teachers and programs within CAPE's progressive educational program.

C. Performance Reporting

CAPE and the District will jointly develop a visitation process to enable the District to gather information needed to validate the Charter School’s performance and its compliance with the terms of this charter. However, CAPE agrees and submits to the right of the district to make random and periodic visits and inspections in order to carry out its statutorily required oversight.

Pursuant to section 47604.3 of the California Education Code, CAPE shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent of Public Instruction.



IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

A. Nonprofit Public Benefit Corporation

CAPE is a directly funded, independent charter school and is operated as a California nonprofit public benefit corporation, pursuant to California law.

CAPE operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and CAPE. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of CAPE, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CAPE, as long as the District has complied with all oversight responsibilities required by law.

Attached as Appendix L is CAPE's Articles of Incorporation, Corporate Bylaws and Conflict of Interest Code.

B. Governing Board

CAPE is governed by a corporate Governing Board in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have no less than five (5) directors and no more than seven (7). The permanent Board shall consist of: one (1) community member, two (2) teachers and two (2) parents. In addition, in accordance with Education Code Section 47604(b), the District may appoint a single representative to sit on CAPE's Governing Board. If the District chooses to do so, CAPE shall appoint another Board member to avoid an even number of Board members.

CAPE's current Board has five members, which consist of two parents, two teachers and one community member:

- Ada Lee Sullivan (Community Member) 12/2017
- Michele Keefer (Teacher Member) 12/2018
- Gary Milgram (Parent Member) 12/2017
- Brian Roberts (Teacher Member) 12/2018
- Jill Beigh (Teacher Member) 12/2017



Election of Community Members and Parent Representatives

Community members and parent representatives will be elected by a simple majority vote of all parents and/or guardians of the current students at CAPE. The community members and parent members of the Board cannot be an employee of CAPE or a direct relative of an employee of CAPE (including: spouse, parent, child, grandparent, sibling, aunt, uncle, cousin, niece, nephew). CAPE shall seek community members with expertise in areas critical to the school's success, including, but not limited to, education, school finance, fundraising, facilities, government, business and legal issues. CAPE Community members cannot be a parent or guardian of a current CAPE student.

Election of Teachers

Salaried teachers will be elected to the Board by a simple majority vote by all full- and part-time employees of CAPE. No teacher serving as a director or serving as a bargaining unit representative, if applicable, can be elected to the Board.

Terms and Elections

Board members shall serve terms of two (2) years each. No Board member may serve more than three (3) consecutive terms. After serving three (3) consecutive terms, an individual must take one (1) year off before running for election again.

Governing Board elections will be held in November. If a seat becomes vacant outside of traditional term limits, an interim representative will be appointed to the Board by the existing Board members to finish the vacated seat term.

Governing Board members' terms will be staggered as set by Board resolution to ensure continuity of governance.

Governing Board's Duties

CAPE's Governing Board will meet regularly, at least once a month, and in accordance with the Brown Act. The Governing Board is fully responsible for the operations and fiscal affairs of CAPE including, but not limited to, the following:

- hiring, supervising, evaluating, disciplining and dismissing the Director(s) of CAPE;
- approving all contractual agreements;
- approving and monitoring the implementation of general policies of CAPE, including effective human resource policies for career growth and compensation of staff;
- approving and monitoring CAPE's annual budget and budget revisions;
- acting as a fiscal agent, including the receipt of funds for the operation of CAPE in accordance with charter school laws and the receipt of grants and donations consistent with the mission of CAPE;
- contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;

- establishing operational committees as needed;
- regularly measuring progress of both the students' and the staff's performance;
- involving parents and the community in school related programs;
- executing all applicable responsibilities provided for in the California Corporations Code;
- conducting strategic planning;
- approving the school calendar and the schedule of Board meetings;
- reviewing requests for out-of-state and overnight field trips;
- participating in dispute resolution procedures and complaint procedures when necessary;
- approving charter amendments as necessary and submitting material revisions as necessary for the District's consideration;
- approving the annual fiscal audit and performance report; and
- appointing an administrative panel or acting as a hearing body and taking action on recommended student expulsions.

The Board may initiate and carry out any program and activity or may otherwise act in any manner as long as it is not in conflict with, inconsistent with, or preempted by any law, and it is not in conflict with the purposes for which the Charter School is established.

CAPE has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code, Conflicts of Interest rules, and any conflicts of interest regulations specific to charter schools. As noted above, the Conflict of Interest Code is attached as Appendix L.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed upon it by law and may delegate to an employee of CAPE any of those duties with the exception of budget approvals and revisions, approvals of the fiscal and performance audits, and the adoption of Board policies. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. Such delegation will:

- be in writing;
- specify the entity designated;
- describe in specific terms the authority of the Governing Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- require an affirmative vote of a majority of Board members.

Newly appointed CAPE Board members will attend an in-service for the purposes of training individual Board members on their responsibilities, with topics to include, at a minimum, conflicts of interest, and the Brown Act.

C. The Director(s)

The Director(s) will be the leader(s) of CAPE. The Director(s) will ensure that the curriculum is implemented in order to maximize students' learning. The Director(s) must report directly to

CAPE's Governing Board, and is(are) responsible for the orderly operation of CAPE and the supervision of all employees of the Charter School.

The Director(s) is(are) assigned to perform assigned tasks directed from CAPE's Governing Board and is(are) required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- ensuring CAPE enacts its mission;
- supervising and evaluating teachers and staff;
- communicating with and reporting to CAPE's Governing Board;
- overseeing CAPE's finances to ensure financial stability;
- participating in and developing professional development workshops, as needed;
- serving on, or appointing designees to serve on, any committees of CAPE;
- interviewing potential classified and certificated applicants;
- hiring, promotion, discipline and/or dismissal of employees;
- ensuring compliance with all applicable state and federal laws and helping to secure local grants;
- communicating with parents, recruiting new families and students, and assuring families of academic growth;
- taking responsible steps to secure full and regular attendance of the students in accordance with policies established by the Governing Board;
- completing and submitting required documents as requested or required by the charter and/or CAPE's Governing Board and/or the District;
- identifying the staffing needs of the Charter School and offering staff development, as needed;
- maintaining up-to-date financial records;
- ensuring that appropriate evaluation techniques are used for both students and staff;
- establishing and maintaining a system to handle organizational tasks, such as students' records, teachers' records, teachers' credentialing information, contemporaneous attendance logs, purchasing records, budgets and timetables;
- hiring qualified substitute teachers, as needed;
- ensuring the security of the school building;
- promoting and publishing CAPE's mission and philosophy in the community, promoting positive public relations and interacting effectively with news media;
- encouraging and supporting teachers in their on-going professional development;
- attending the District's administrative meetings, as requested by the District, and staying in direct contact with the District regarding any changes, progress, etc.;
- attending meetings with the District's Chief Financial Officer on fiscal oversight issues at least once monthly or as otherwise agreed upon with the District;
- providing all necessary financial reports, as required for proper average daily attendance reporting;
- developing CAPE's annual performance report and School Accountability Report Card;



- presenting a fiscal audit to CAPE’s Governing Board and, after review by the Board, presenting the audit to the District’s Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education, in accordance with legal timelines;
- managing student discipline and, as necessary, participate in the suspension and expulsion process; and
- participating in special education meetings, as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Governing Board to a business administrator of CAPE, another employee, or to an appropriate third-party provider.

D. Parent Teacher Student Organization

All parents are voting members of the CAPE parent, teacher, and student organization (“PTSO”) 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.

E. Parent/Guardian Involvement



CAPE asserts that parents/guardians play a vital role in their children’s education and need to be partners in the process. Parents and other concerned family members shall have frequent opportunities to interact with CAPE’s Director(s) through monthly “chatter time” meetings and shall be encouraged to attend, and speak at, Governing Board meetings. CAPE’s Director(s) and Governing Board members will welcome ideas from parents/guardians and view families as team members in carrying out the mission and philosophy of the Charter School.

Each family will also be encouraged to contribute a minimum of 40 hours of volunteer work per academic year to CAPE. Parents working side by side with students, teachers, staff and administration makes a positive academic impact on student achievement. It is this partnership that helps to make CAPE a success. The Director(s) shall maintain a comprehensive list of

volunteer opportunities, including, but not limited to, the following: volunteering in the classroom/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 will be 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.

Attached as Appendix M is CAPE's Organizational Chart.

V. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

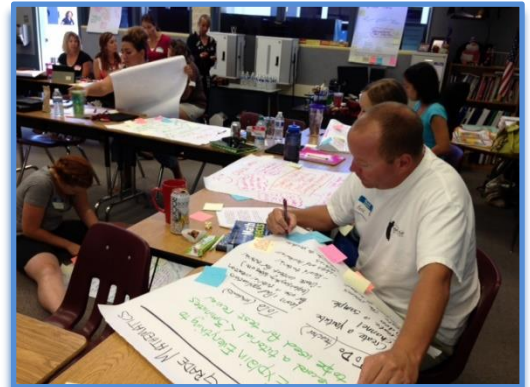
Recruitment of faculty and staff will be consistent with the mission, philosophy, program and student needs of Camarillo Academy of Progressive Education. CAPE will recruit the highest possible quality faculty and staff.

Teachers

Camarillo Academy of Progressive Education employs teaching staff who hold appropriate California teaching certificates, permits or other documents issued by the California Commission on Teaching Credentialing (“CCTC”). Teachers will meet the requirements for BCLAD or CLAD or other CCTC certification for teaching English Learners.

To be considered for employment at CAPE, a teacher must have:

- a Commission on Teacher Credentialing certificate, permit or other document equivalent to what a teacher in other public schools would be required to hold;
- knowledge of common core-based education;
- an understanding of progressive philosophy;
- an understanding on intrinsic motivation and collaboration among students
- grade-appropriate classroom design strategies and teaching strategies;
- knowledge of effective assessment strategies;
- knowledge of multiple intelligence theory;
- the ability to work collaboratively with colleagues;
- a commitment to ongoing professional development;
- reflective teaching and learning practices; and
- CLAD, BCLAD or an equivalent California certification to serve English learners



The desired qualifications of teachers at CAPE include having:

- a minimum of three years classroom experience;
- demonstrated leadership roles; and
- previous experience with Everyday Math and Lucy Calkins Readers and Writers
- previous experience with Storyline and/or Project Based Instruction

The hiring process is guided by the following National Board for Professional Teaching Standards:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.

- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

CAPE Directors

Credential/Degree Requirements:



Camarillo Academy of Progressive Education will employ two Co-Directors (Director of Education and Director of Operations). The Director of Education will preferably have earned a graduate degree in educational administration and a California Administrative Services Credential or possess charter experience equivalent. The Director of Operation will preferably have earned a graduate degree in business management or possess charter experience equivalent.

Evaluation criteria/qualifications for school administrators are drawn from the *California Professional Standards for Educational Leaders*, as follows. The Charter School Directors will have the ability to promote success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the Charter School community.
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Modeling a personal code of ethics and developing professional leadership capacity.
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

The CAPE Directors are supervised and evaluated by the Governing Board. Evaluation of the Directors' performance will be based on a mutually agreed upon set of objectives, relative to student achievement, compliance with provisions of the charter petition, fiscal and personnel management, school/community relations, and other indicators incorporated within the *California Professional Standards for Educational Leaders*.

Classified Employees

CAPE will employ classified employees for services to include, but not be limited to, secretarial/clerical, custodial/maintenance, playground supervision and kitchen staff. Classified employees will be supervised and evaluated by the CAPE Directors.

Along with meeting the qualifications outlined on their specific job descriptions, classified staff will also preferably have the following qualifications:

- Experience in a school setting
- Ability to work collaboratively with colleagues
- Ability to perform with initiative, independence and good judgment,
- Ability to plan and organized work

VI. HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, CAPE has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. Please see Appendix N for current health and safety policies.

The following is a summary of the health and safety policies of CAPE:

Procedures for Background Checks

Employees and contractors of CAPE will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Directors of CAPE shall monitor compliance with this policy and report to CAPE's Governing Board on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Directors. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive a background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools, pursuant to Health and Safety Code

Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

CAPE will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing and Scoliosis Screenings

Students will be screened for vision, hearing and scoliosis. CAPE will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

CAPE will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School has adopted a policy on student suicide prevention in accordance with Education Code Section 215. All teachers and staff members who work with students in grades 3-12 (including campus supervisors) were trained in SafeTALK in October of 2017 by VCOE.

Emergency Preparedness

CAPE shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to, responses to the following situations: fire, flood, earthquake, terrorist threats and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the facility shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Blood-borne Pathogens

CAPE shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including the human immunodeficiency virus (“HIV”) and the hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injuries or accidents, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

CAPE shall function as a drug-, alcohol, and smoke-free environment.

Facility Safety

CAPE shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or the California Building Standards Code. CAPE agrees to test sprinkler systems, fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in operable conditions at all times. CAPE conducts fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

CAPE is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. CAPE has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at CAPE, including employee-to-employee, employee-to-student, and student-to-employee misconduct. Misconduct of this nature is very serious and will be addressed in accordance with the CAPE anti-discrimination and harassment policy, which is attached as Appendix O.

VII. RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

CAPE shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

The Charter School will implement an outreach plan that includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the Oxnard Union High School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of District, including Spanish language materials.
- Presentations and tables in multiple locations throughout the District in English and Spanish to generate interest throughout the District.



VIII. STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with subdivision(d). Education Code Section 47605(b)(5)(H).

Charter schools are schools of choice. CAPE shall admit all pupils who wish to attend the Charter School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the state.

The Charter School shall be nonsectarian in its admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220.

The application process is comprised of the following:

- Parent attendance at a school orientation meeting*
- Completion of a student enrollment form
- Parent signature on School Contract*
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum/maximum age requirements



Lottery Drawing

Applications will be collected during a publicly advertised open application period each winter for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, CAPE will use a randomized computer drawing system for the public lottery to determine enrollment for the impacted grade levels, with the exception of existing students, who are guaranteed enrollment in the following school year.

Preferences in the random drawing will be given in the following order of priority:

1. Siblings of currently enrolled students at CAPE
2. Children of full-time CAPE employees
3. Residents of OUHSD
4. Other California residents

* Not a pre-requisite to admission but strongly encouraged as discussed below.

Once a grade level is drawn to capacity, remaining lottery applications will continue to be in the lottery pool. This lottery pool will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will the lottery pool carry over to the following school year; interested applicants must submit a new lottery application each year.



Interested parents of prospective students are encouraged to attend the scheduled informational tours held each week in January and February at the Charter School. The Directors will explain the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations. Once a student has been enrolled in CAPE, a parent and /or guardian will be encouraged to sign a non-binding School Compact, which is a voluntary agreement between families, school, and student. As part of the Agreement, parents are asked, but not required, to contribute a minimum of one hour of volunteer time per week per family. CAPE fosters a partnership between home and school and believes that parents working with the school has a positive impact on children's academic success.

IX. FINANCIAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of CAPE will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.



An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director(s), along with the audit committee, if any, will review any audit exceptions or deficiencies, meet with the District to determine how to resolve the exceptions or deficiencies to the satisfaction of the District, and report to the Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced herein, with the caveat that the petitioners recognize that the legal requirement is to resolve audit exceptions or deficiencies to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of CAPE is public record to be provided to the public upon request.

X. SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for

student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director(s)'s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director(s) or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director(s) or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and

thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director(s) or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director(s) or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director(s) or the Director(s)'s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director(s) or designee.

The conference may be omitted if the Director(s) or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the

evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director(s) or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director(s) or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel, to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director(s) or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room

for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the

introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director(s) or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director(s) or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific

expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director(s) or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director(s) or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director(s) or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
 - b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- or

c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

XI. EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).



CAPE will structure its compensation and benefit packages to be competitive with surrounding school districts to attract candidates with desired skills and experience. CAPE teachers will participate in the State Teachers' Retirement System ("STRS"). All non-certificated staff, working more than 20 hours, shall participate in the Public Employees' Retirement System ("PERS"). All non-certificated staff shall participate in federal Social Security. CAPE shall forward any required payroll deductions and related data to STRS and PERS as required by section 47611.3 of the California Education Code. The Director(s) shall be responsible for ensuring the appropriate arrangements for coverage have been made.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend CAPE. Students who reside within the District who choose not to attend CAPE may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in CAPE will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in CAPE, except to the extent that such a right is extended by the local education agency.



XIII. EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

XIV. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes Between the Charter School and the District



In the event of a dispute between CAPE and the District, both parties agree that staff, employees and Board members of CAPE and the District shall first frame the issue in a written format (“dispute statement”) and refer the issue to the District Superintendent and the Director(s) of CAPE, or their respective designees. In the event that the District Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CAPE requests that this be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. CAPE understands and agrees that participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Director(s) and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director(s) of CAPE, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Director(s) shall meet to jointly identify a neutral, third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director(s). Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and CAPE. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement between the District and CAPE.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a

Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

XV. CLOSURE PROTOCOL

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the CAPE Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.



The CAPE Board of Directors will promptly notify parents and students of CAPE, the District, the Ventura County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of CAPE of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity and person or persons responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CAPE shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As CAPE is operated as or by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The reserve fund and any remaining assets after liabilities are paid will be used to undertake any expenses associated with the closure procedures identified above.

XVI. MISCELLANEOUS CHARTER PROVISIONS

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix P, please find a multi-year fiscal plan. This plan includes, but is not limited to, the following:

1. An operational budget.
2. Cash flow and financial projections for the next three years of operation.
3. Plans for establishment of a reserve.

These documents are based upon the best data available to the petitioners at this time.

CAPE shall provide reports to the District and County Superintendent of Schools as follows, in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.



The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

CAPE shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. CAPE is provided Liability and Property coverage by the Ventura County Schools Self-Funding Authority ("VCSSA"). Regular on-site inspections are conducted by the VCSSA. It is the intent of CAPE to continue using the services of the Ventura County Schools Self-Funding Authority; however, if less expensive, comparable coverage is available, the Charter School reserves the right to change services and will submit the changed information to the District. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The Director(s) or designees of CAPE shall provide site administrative services. Other administrative services, including but not limited to, fiscal, payroll, attendance accounting, Federal Reduced/Free Price Lunch Program, warehousing, insurance, facilities maintenance, may be contracted as appropriate. A complete Student Information System will be used and supported by staff that participates in ongoing training in the requirements/needs for collection of data, system functions and timelines necessary to complete all State and Federal reporting requirements.

D. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

The Charter School is currently housed in the facilities formerly known as Valle Lindo Elementary School, located at 777 Aileen Street in Camarillo. The Charter School has an FUA with the Pleasant Valley School District. The Charter School will apply for Prop 39 annually.

E. Transportation

No transportation to and from the Charter School will be provided for students by CAPE, except as required by law for students with disabilities or as otherwise agreed upon by the District and CAPE.

F. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the charter school district. Education Code Section 47605(g).

CAPE shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and Section 23701(d) of the California Revenue and Taxation Code.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or



obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. CAPE shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting or other protocol requested by the District to ensure that the District shall not be liable for the operation of CAPE.

Further, CAPE and the District shall enter into a memorandum of understanding, wherein CAPE shall indemnify the District for the actions of CAPE under this charter.

The corporate bylaws of CAPE shall provide for indemnification of the Charter School’s Board, officers, agents and employees, and CAPE will purchase general liability insurance, Board members’ and officers’ insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendations by the District and by CAPE’s insurance company for schools of similar size, location and student population. The District shall be named an additional insured party on CAPE’s general liability insurance.

CAPE’s Board will institute appropriate risk-management practices as discussed herein, including screening employees, establishing codes of conduct for students and resolving disputes.

XVII. CONCLUSION

By approving this charter renewal, Oxnard Union High School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. CAPE shall work independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, CAPE pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year renewal term from July 1, 2018 through June 30, 2023.



Home / Oxnard Union High - Ventura / Camarillo Academy of Progressive Education / Equity Report

Equity Report

Camarillo Academy of Progressive Education - Ventura County

Enrollment: 569 Socioeconomically Disadvantaged: 6% English Learners: 2% Foster Youth: N/A Grade Span: K-12 Charter School: Yes

Reporting Year:

Spring 2017




Equity Report

Status and Change Report

Detailed Reports

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		6	0
English Learner Progress (K-12)		N/A	N/A
<u>English Language Arts (3-8)</u>		4	0
<u>Mathematics (3-8)</u>		4	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	N/A
Implementation of Academic Standards	N/A
Parent Engagement	N/A
Local Climate Survey	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Home / Oxnard Union High - Ventura / Camarillo Academy of Progressive Education / Status and Change Report

Status and Change Report




Camarillo Academy of Progressive Education - Ventura County

Enrollment: 569 Socioeconomically Disadvantaged: 6% English Learners: 2% Foster Youth: N/A Grade Span: K-12 Charter School: Yes

Reporting Year:

[Equity Report](#)
 [Status and Change Report](#)
 [Detailed Reports](#)
 [Student Group Report](#)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Maintained -0.2%
English Learner Progress (K-12)		N/A	N/A
<u>English Language Arts (3-8)</u>		Very High 51 points above level 3	Increased +12.4 points
<u>Mathematics (3-8)</u>		Very High 55.5 points above level 3	Increased Significantly +24.6 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Camarillo Academy of Progressive Education - Ventura County



Enrollment: 569 Socioeconomically Disadvantaged: 6% English Learners: 2% Foster Youth: N/A Grade Span: K-12 Charter School: Yes

Reporting Year:

Equity Report Status and Change Report **Detailed Reports** Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance School Conditions and Climate Academic Engagement

State Indicators	All Students Performance	Status	Change
<u>English Learner Progress (K-12)</u>		N/A	N/A
<u>English Language Arts (3-8)</u>		Very High 51 points above level 3	Increased +12.4 points
<u>Mathematics (3-8)</u>		Very High 55.5 points above level 3	Increased Significantly +24.6 points

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings	
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	N/A	()
<u>Implementation of Academic Standards</u>	N/A	()

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Home / Oxnard Union High - Ventura / Camarillo Academy of Progressive Education

Student Group Report

Camarillo Academy of Progressive Education - Ventura County

Enrollment: 569 Socioeconomically Disadvantaged: 6% English Learners: 2% Foster Youth: N/A Grade Span: K-12 Charter School: Yes

Reporting Year:

Spring 2017















[Equity Report](#)

[Status and Change Report](#)

[Detailed Reports](#)

[Student Group Report](#)

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A			*		*	*		*	
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	N/A	N/A	*		*	*	*	*		*	
<u>Mathematics (3-8)</u>		*	N/A	N/A	*		*	*	*	*		*	

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Smarter Balanced Assessment Test Results for: School: Camarillo Academy Of Progressive Education

CDS Code: 56-72546-0115105

District: Camarillo Academy Of Progressive Educati

County: Ventura

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017

Select Group/Subgroup:

All Students (Default)

Apply Selections

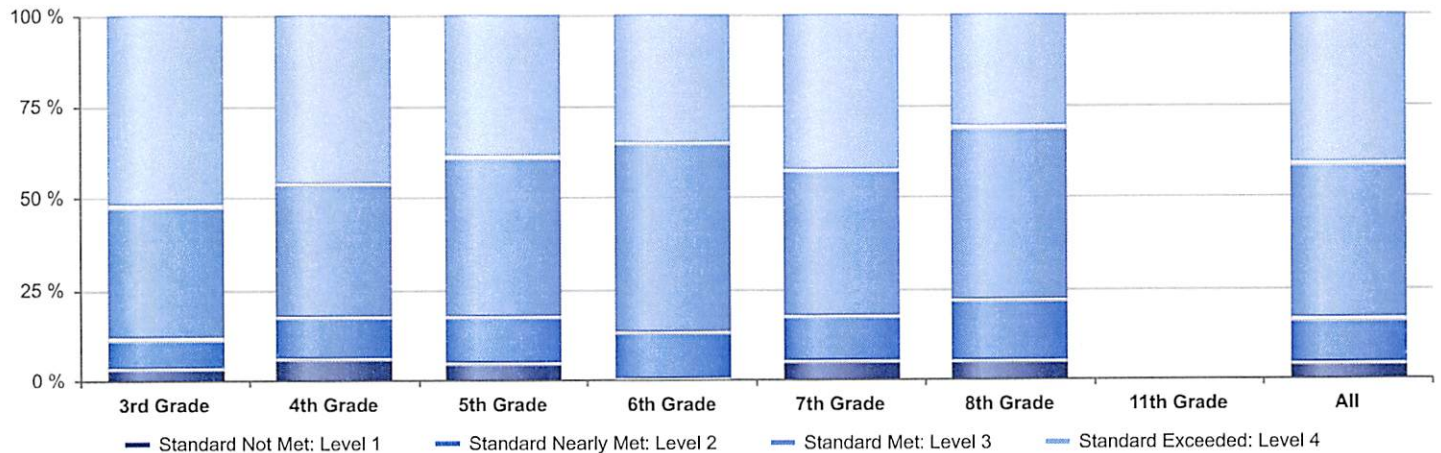
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	66	66	66	65	60	61	N/A	384
# of Students Tested	66	66	66	65	60	61	N/A	384
# of Students With Scores	66	66	66	65	60	61	N/A	384


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2498.1	2533.9	2558.0	2590.7	2621.1	2620.6	N/A	N/A
Standard Exceeded: Level 4	53.03 %	46.97 %	39.39 %	35.38 %	43.33 %	31.15 %	N/A	41.67 %
Standard Met: Level 3	36.36 %	36.36 %	43.94 %	52.31 %	40.00 %	47.54 %	N/A	42.71 %
Standard Nearly Met: Level 2	7.58 %	10.61 %	12.12 %	12.31 %	11.67 %	16.39 %	N/A	11.72 %
Standard Not Met: Level 1	3.03 %	6.06 %	4.55 %	0.00 %	5.00 %	4.92 %	N/A	3.91 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	50.00 %	54.55 %	42.42 %	38.46 %	48.33 %	42.62 %	N/A	46.09 %
Near Standard	42.42 %	42.42 %	51.52 %	55.38 %	40.00 %	44.26 %	N/A	46.09 %
Below Standard	7.58 %	3.03 %	6.06 %	6.15 %	11.67 %	13.11 %	N/A	7.81 %


WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	60.61 %	42.42 %	46.97 %	44.62 %	60.00 %	50.82 %	N/A	50.78 %
Near Standard	33.33 %	51.52 %	45.45 %	53.85 %	35.00 %	40.98 %	N/A	43.49 %
Below Standard	6.06 %	6.06 %	7.58 %	1.54 %	5.00 %	8.20 %	N/A	5.73 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	39.39 %	28.79 %	36.36 %	27.69 %	30.00 %	19.67 %	N/A	30.47 %
Near Standard	57.58 %	68.18 %	59.09 %	70.77 %	63.33 %	73.77 %	N/A	65.36 %
Below Standard	3.03 %	3.03 %	4.55 %	1.54 %	6.67 %	6.56 %	N/A	4.17 %

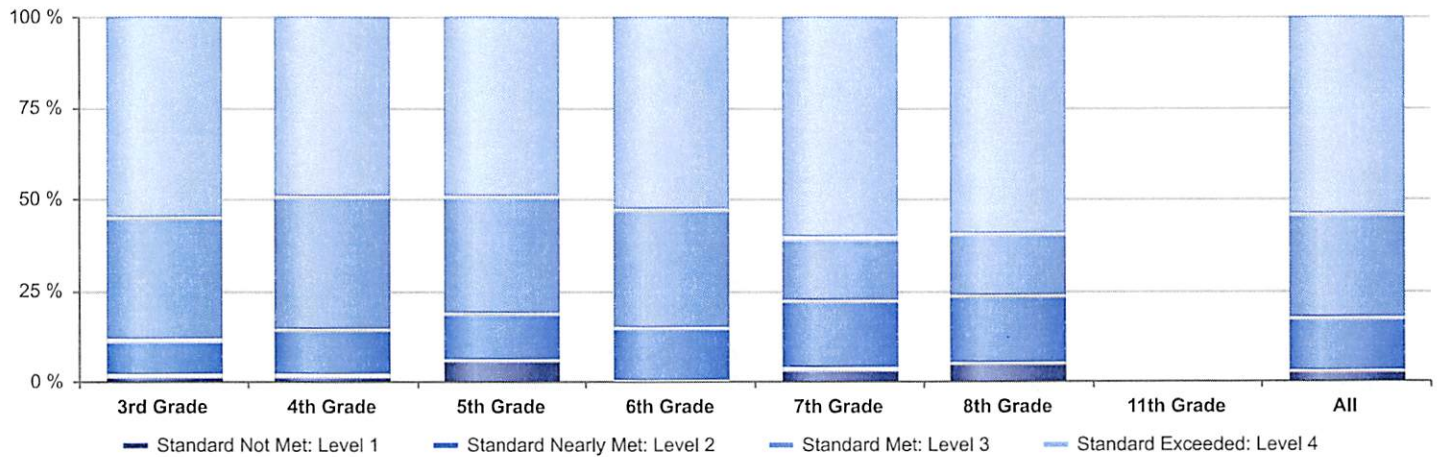
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	53.03 %	43.94 %	37.88 %	52.31 %	53.33 %	49.18 %	N/A	48.18 %
Near Standard	43.94 %	51.52 %	53.03 %	46.15 %	41.67 %	45.90 %	N/A	47.14 %
Below Standard	3.03 %	4.55 %	9.09 %	1.54 %	5.00 %	4.92 %	N/A	4.69 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	66	66	66	65	60	61	N/A	384
# of Students Tested	66	66	66	65	60	61	N/A	384
# of Students With Scores	66	66	66	65	60	61	N/A	384
Mean Scale Score	2507.7	2546.1	2573.1	2616.4	2636.0	2674.4	N/A	N/A
Standard Exceeded: Level 4	56.06 %	50.00 %	50.00 %	53.85 %	61.67 %	60.66 %	N/A	55.21 %
Standard Met: Level 3	33.33 %	36.36 %	31.82 %	32.31 %	16.67 %	16.39 %	N/A	28.13 %
Standard Nearly Met: Level 2	9.09 %	12.12 %	12.12 %	13.85 %	18.33 %	18.03 %	N/A	13.80 %
Standard Not Met: Level 1	1.52 %	1.52 %	6.06 %	0.00 %	3.33 %	4.92 %	N/A	2.86 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	75.76 %	65.15 %	53.03 %	63.08 %	70.00 %	62.30 %	N/A	64.84 %
Near Standard	16.67 %	27.27 %	36.36 %	30.77 %	23.33 %	31.15 %	N/A	27.60 %
Below Standard	7.58 %	7.58 %	10.61 %	6.15 %	6.67 %	6.56 %	N/A	7.55 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	60.61 %	60.61 %	56.06 %	52.31 %	61.67 %	59.02 %	N/A	58.33 %
Near Standard	36.36 %	31.82 %	37.88 %	44.62 %	31.67 %	29.51 %	N/A	35.42 %
Below Standard	3.03 %	7.58 %	6.06 %	3.08 %	6.67 %	11.48 %	N/A	6.25 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	71.21 %	62.12 %	42.42 %	56.92 %	55.00 %	65.57 %	N/A	58.85 %
Near Standard	27.27 %	31.82 %	50.00 %	38.46 %	35.00 %	27.87 %	N/A	35.16 %
Below Standard	1.52 %	6.06 %	7.58 %	4.62 %	10.00 %	6.56 %	N/A	5.99 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: Camarillo Academy Of Progressive Education

CDS Code: 56-72546-0115105

District: Camarillo Academy Of Progressive Educati

County: Ventura

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017 ▼

Select Group/Subgroup:

Disability Status ▼

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

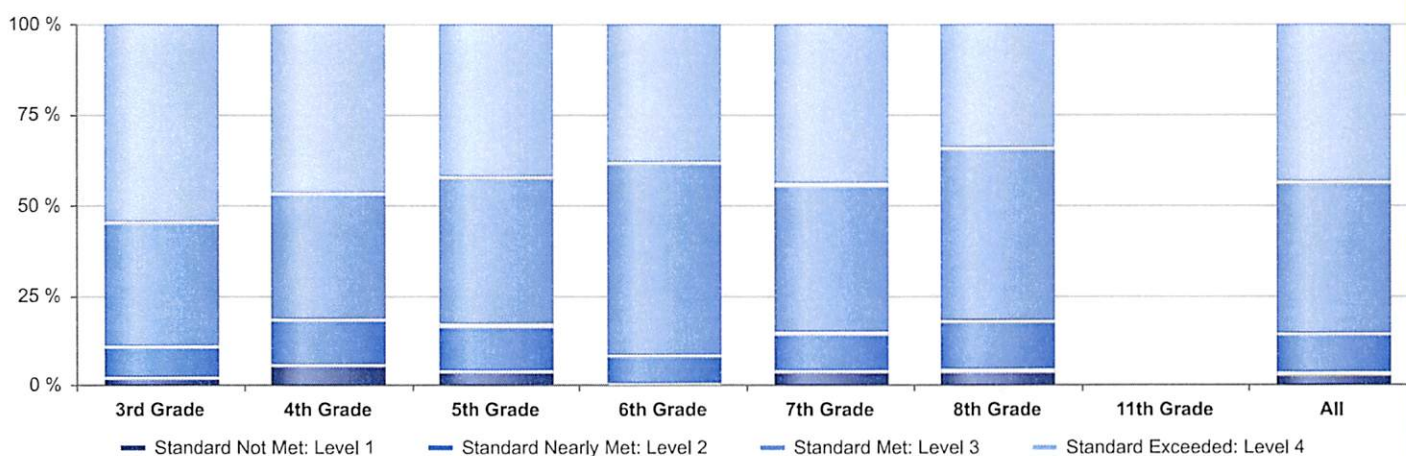
Smarter Balanced Results (2017)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with No Reported Disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	61	57	56	57	58	52	N/A	341
# of Students Tested	61	57	56	57	58	52	N/A	341
# of Students With Scores	61	57	56	57	58	52	N/A	341


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2502.6	2535.6	2561.3	2597.7	2626.8	2628.5	N/A	N/A
Standard Exceeded: Level 4	55.74 %	47.37 %	42.86 %	38.60 %	44.83 %	34.62 %	N/A	44.28 %
Standard Met: Level 3	34.43 %	35.09 %	41.07 %	54.39 %	41.38 %	48.08 %	N/A	42.23 %
Standard Nearly Met: Level 2	8.20 %	12.28 %	12.50 %	7.02 %	10.34 %	13.46 %	N/A	10.56 %
Standard Not Met: Level 1	1.64 %	5.26 %	3.57 %	0.00 %	3.45 %	3.85 %	N/A	2.93 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	50.82 %	57.89 %	42.86 %	42.11 %	50.00 %	44.23 %	N/A	48.09 %
	Near Standard	42.62 %	38.60 %	50.00 %	54.39 %	41.38 %	44.23 %	N/A	45.16 %
	Below Standard	6.56 %	3.51 %	7.14 %	3.51 %	8.62 %	11.54 %	N/A	6.74 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	65.57 %	45.61 %	51.79 %	49.12 %	62.07 %	57.69 %	N/A	55.43 %
	Near Standard	31.15 %	49.12 %	41.07 %	49.12 %	34.48 %	38.46 %	N/A	40.47 %
	Below Standard	3.28 %	5.26 %	7.14 %	1.75 %	3.45 %	3.85 %	N/A	4.11 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	39.34 %	26.32 %	37.50 %	28.07 %	31.03 %	21.15 %	N/A	30.79 %
	Near Standard	59.02 %	70.18 %	57.14 %	70.18 %	63.79 %	76.92 %	N/A	65.98 %
	Below Standard	1.64 %	3.51 %	5.36 %	1.75 %	5.17 %	1.92 %	N/A	3.23 %

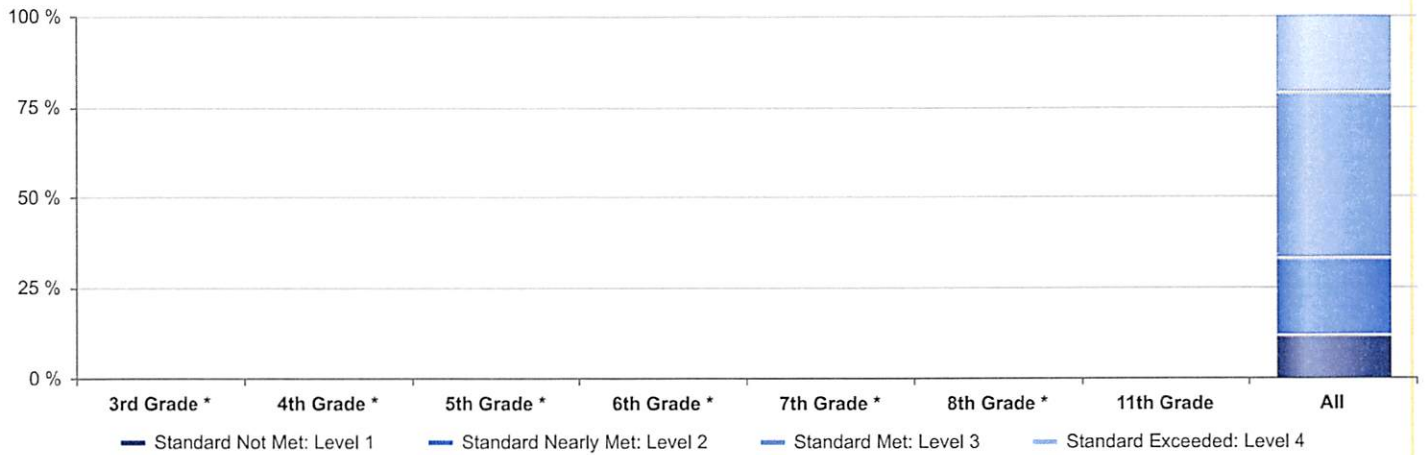
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	54.10 %	42.11 %	37.50 %	54.39 %	55.17 %	51.92 %	N/A	49.27 %
	Near Standard	44.26 %	52.63 %	55.36 %	43.86 %	39.66 %	44.23 %	N/A	46.63 %
	Below Standard	1.64 %	5.26 %	7.14 %	1.75 %	5.17 %	3.85 %	N/A	4.11 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Students with Disability

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	43
# of Students Tested	*	*	*	*	*	*	N/A	43
# of Students With Scores	*	*	*	*	*	*	N/A	43
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	20.93 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	46.51 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	20.93 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	11.63 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	*	N/A	30.23 %
Near Standard	*	*	*	*	*	*	N/A	53.49 %
Below Standard	*	*	*	*	*	*	N/A	16.28 %

WRITING: How well do students communicate in writing?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	13.95 %
Near Standard	*	*	*	*	*	*	N/A	67.44 %
Below Standard	*	*	*	*	*	*	N/A	18.60 %

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	27.91 %
Near Standard	*	*	*	*	*	*	N/A	60.47 %
Below Standard	*	*	*	*	*	*	N/A	11.63 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?



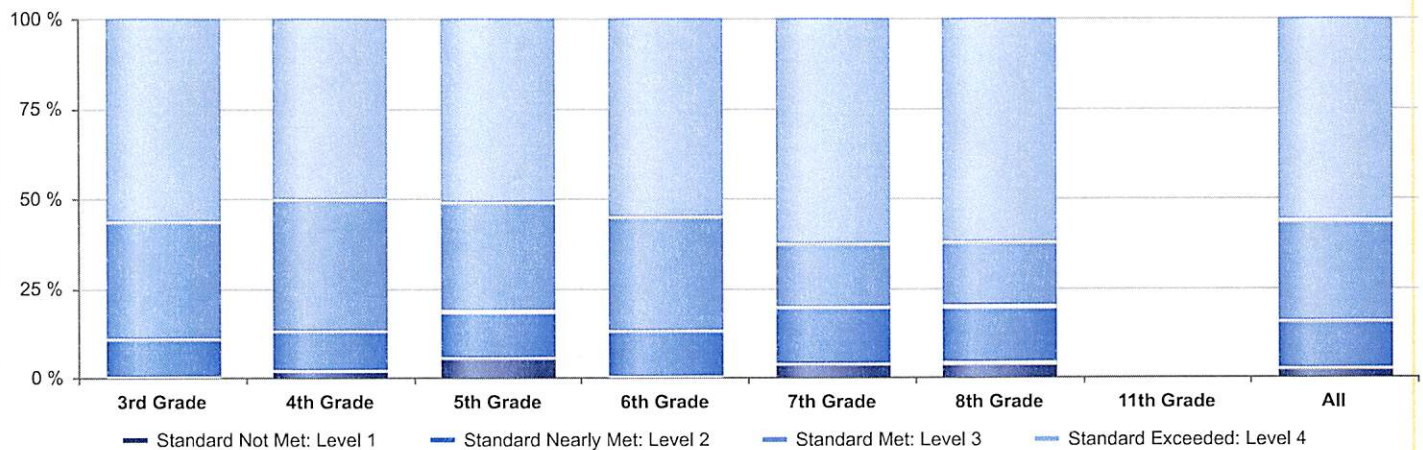
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	39.53 %
Near Standard	*	*	*	*	*	*	N/A	51.16 %
Below Standard	*	*	*	*	*	*	N/A	9.30 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Students with No Reported Disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	61	57	56	57	58	52	N/A	341


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Tested	61	57	56	57	58	52	N/A	341
# of Students With Scores	61	57	56	57	58	52	N/A	341
Mean Scale Score	2510.8	2547.7	2571.8	2619.0	2640.2	2686.0	N/A	N/A
Standard Exceeded: Level 4	57.38 %	50.88 %	51.79 %	56.14 %	63.79 %	63.46 %	N/A	57.18 %
Standard Met: Level 3	32.79 %	36.84 %	30.36 %	31.58 %	17.24 %	17.31 %	N/A	27.86 %
Standard Nearly Met: Level 2	9.84 %	10.53 %	12.50 %	12.28 %	15.52 %	15.38 %	N/A	12.61 %
Standard Not Met: Level 1	0.00 %	1.75 %	5.36 %	0.00 %	3.45 %	3.85 %	N/A	2.35 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	75.41 %	64.91 %	51.79 %	64.91 %	72.41 %	65.38 %	N/A	65.98 %
Near Standard	18.03 %	28.07 %	37.50 %	28.07 %	22.41 %	30.77 %	N/A	27.27 %
Below Standard	6.56 %	7.02 %	10.71 %	7.02 %	5.17 %	3.85 %	N/A	6.74 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	60.66 %	61.40 %	57.14 %	54.39 %	63.79 %	63.46 %	N/A	60.12 %
Near Standard	37.70 %	31.58 %	37.50 %	42.11 %	31.03 %	28.85 %	N/A	34.90 %
Below Standard	1.64 %	7.02 %	5.36 %	3.51 %	5.17 %	7.69 %	N/A	4.99 %

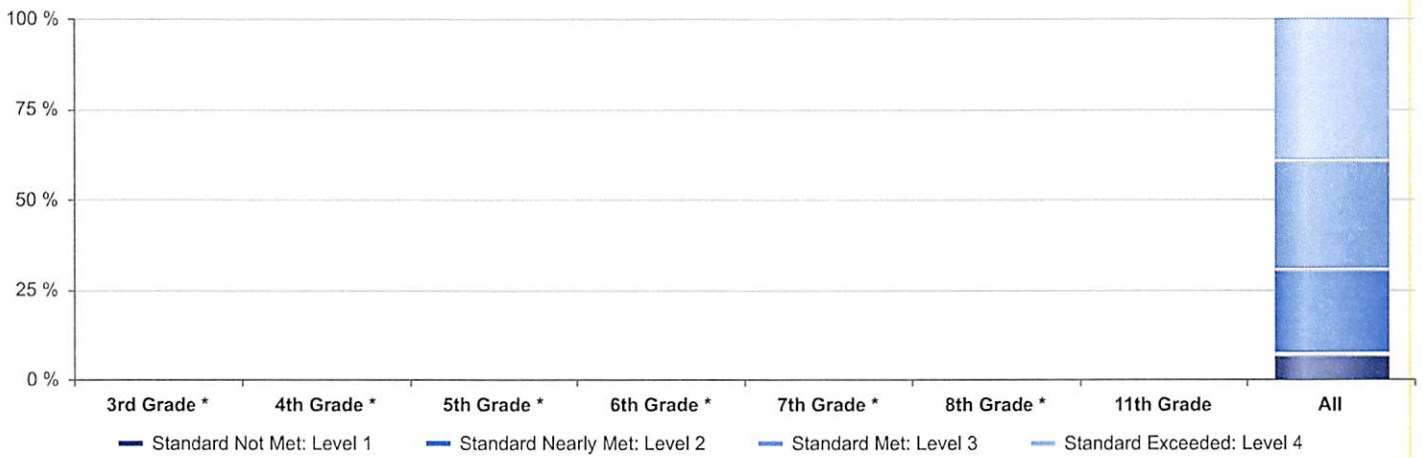
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	70.49 %	63.16 %	42.86 %	57.89 %	56.90 %	69.23 %	N/A	60.12 %
Near Standard	29.51 %	29.82 %	50.00 %	38.60 %	32.76 %	26.92 %	N/A	34.60 %
Below Standard	0.00 %	7.02 %	7.14 %	3.51 %	10.34 %	3.85 %	N/A	5.28 %

[Mathematics Area Achievement Level Descriptors](#)

Students with Disability

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement


	3rd Grade *	4th Grade *	5th Grade *	6th Grade *	7th Grade *	8th Grade *	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	43
# of Students Tested	*	*	*	*	*	*	N/A	43
# of Students With Scores	*	*	*	*	*	*	N/A	43
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	39.53 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	30.23 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	23.26 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	6.98 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	55.81 %
	Near Standard	*	*	*	*	*	*	N/A	30.23 %
	Below Standard	*	*	*	*	*	*	N/A	13.95 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	44.19 %
	Near Standard	*	*	*	*	*	*	N/A	39.53 %
	Below Standard	*	*	*	*	*	*	N/A	16.28 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	48.84 %
Near Standard	*	*	*	*	*	*	N/A	39.53 %
Below Standard	*	*	*	*	*	*	N/A	11.63 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: Camarillo Academy Of Progressive Education

CDS Code: 56-72546-0115105

District: Camarillo Academy Of Progressive Educati

County: Ventura

SUMMARY REPORT

CHANGE OVER TIME

Report Options

Select Year:

2017 ▼

Select Group/Subgroup:

Ethnicity ▼

Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

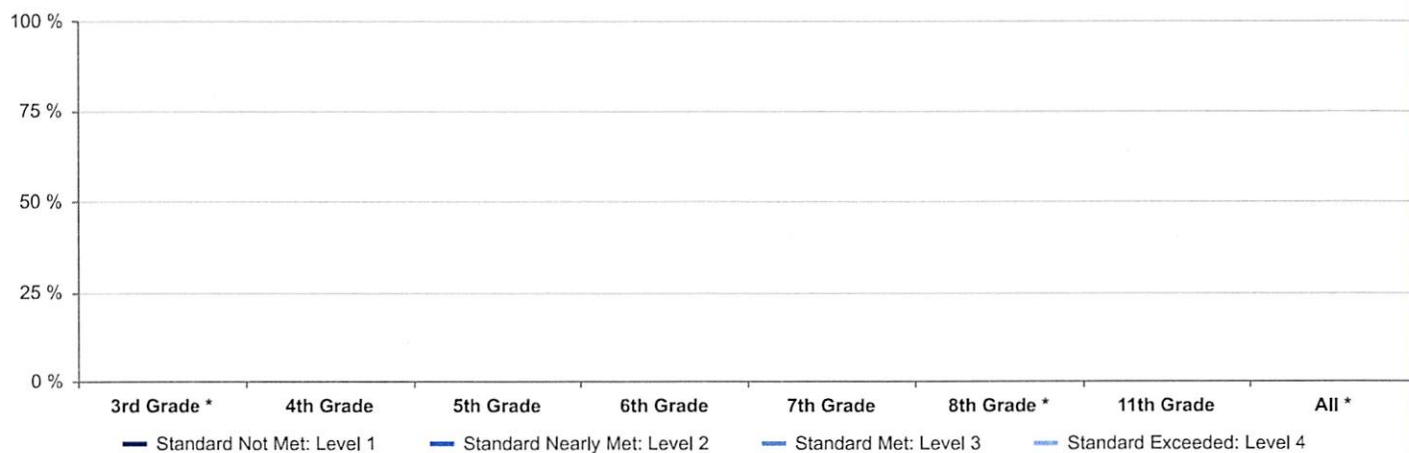
Smarter Balanced Results (2017)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	N/A	N/A	N/A	N/A	*	N/A	*
# of Students Tested	*	N/A	N/A	N/A	N/A	*	N/A	*
# of Students With Scores	*	N/A	N/A	N/A	N/A	*	N/A	*

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	N/A	N/A	N/A	N/A	*	N/A	N/A
Standard Exceeded: Level 4	*	N/A	N/A	N/A	N/A	*	N/A	*
Standard Met: Level 3	*	N/A	N/A	N/A	N/A	*	N/A	*
Standard Nearly Met: Level 2	*	N/A	N/A	N/A	N/A	*	N/A	*
Standard Not Met: Level 1	*	N/A	N/A	N/A	N/A	*	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
	Near Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
	Below Standard	*	N/A	N/A	N/A	N/A	*	N/A	*

WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
	Near Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
	Below Standard	*	N/A	N/A	N/A	N/A	*	N/A	*

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
	Near Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
	Below Standard	*	N/A	N/A	N/A	N/A	*	N/A	*

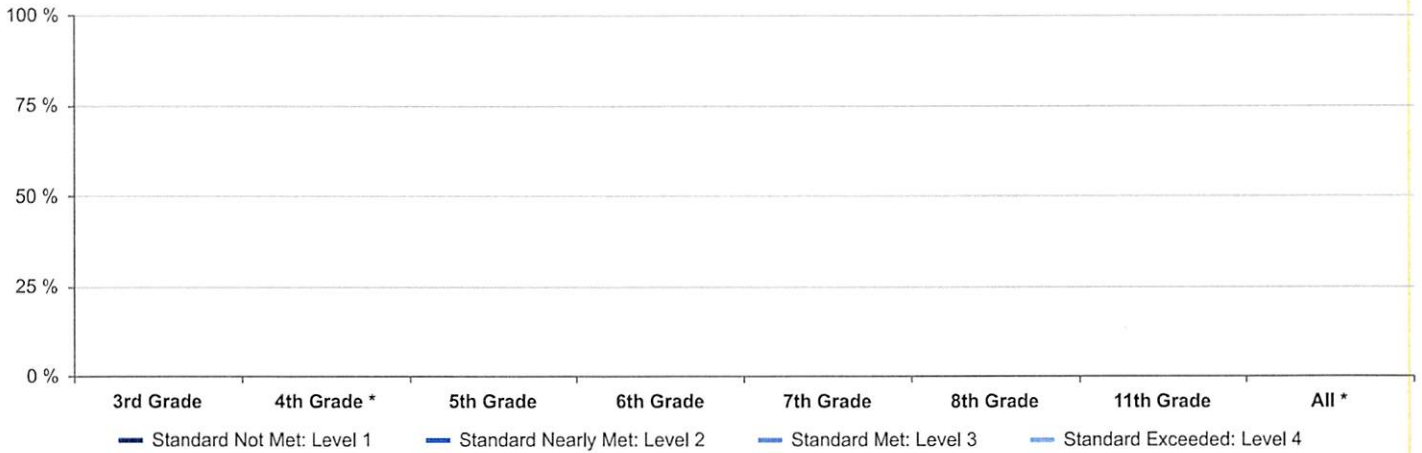
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
	Near Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
	Below Standard	*	N/A	N/A	N/A	N/A	*	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

American Indian or Alaska Native

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	*	N/A	N/A	N/A	N/A	N/A	*
# of Students Tested	N/A	*	N/A	N/A	N/A	N/A	N/A	*
# of Students With Scores	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Mean Scale Score	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Near Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*

WRITING: How well do students communicate in writing?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Near Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Near Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*

RESEARCH/INQUIRY: How well can students find and present information about a topic?

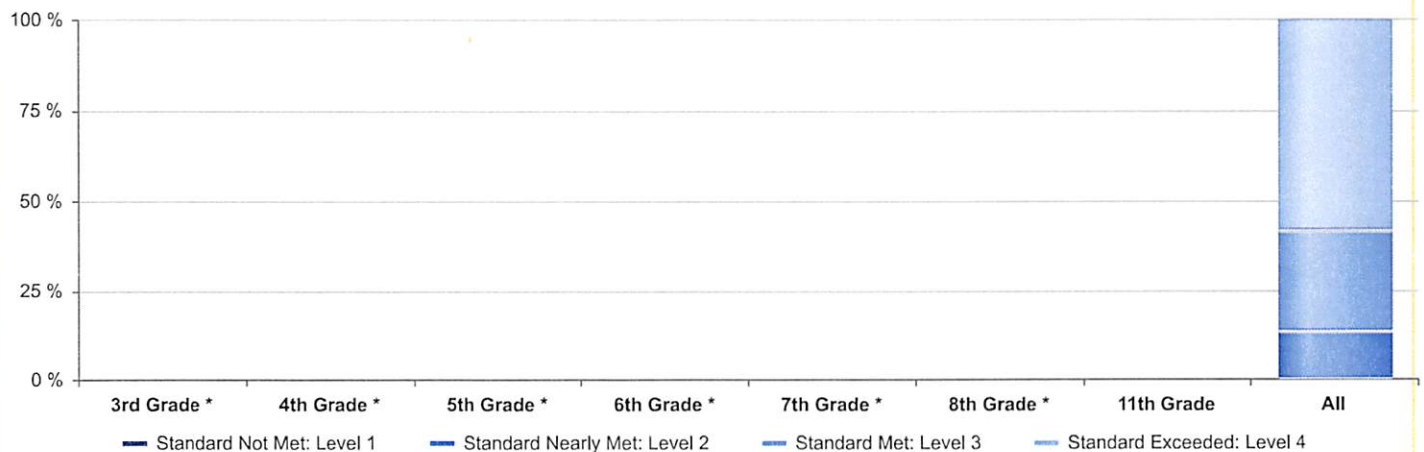


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Near Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	32
# of Students Tested	*	*	*	*	*	*	N/A	32

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	*	*	*	N/A	32
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	59.38 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	28.13 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	12.50 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	0.00 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	56.25 %
	Near Standard	*	*	*	*	*	*	N/A	40.63 %
	Below Standard	*	*	*	*	*	*	N/A	3.13 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	65.63 %
	Near Standard	*	*	*	*	*	*	N/A	34.38 %
	Below Standard	*	*	*	*	*	*	N/A	0.00 %

LISTENING: How well do students understand spoken information?

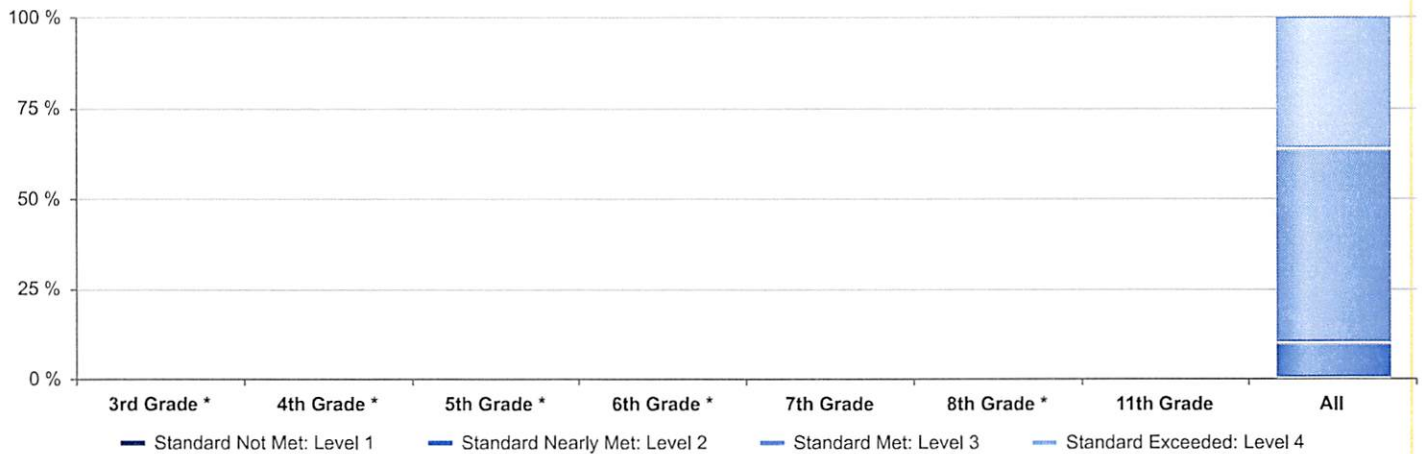
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	46.88 %
	Near Standard	*	*	*	*	*	*	N/A	53.13 %
	Below Standard	*	*	*	*	*	*	N/A	0.00 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	46.88 %
	Near Standard	*	*	*	*	*	*	N/A	50.00 %
	Below Standard	*	*	*	*	*	*	N/A	3.13 %

Filipino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	N/A	*	N/A	11
# of Students Tested	*	*	*	*	N/A	*	N/A	11
# of Students With Scores	*	*	*	*	N/A	*	N/A	11
Mean Scale Score	*	*	*	*	N/A	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	*	N/A	36.36 %
Standard Met: Level 3	*	*	*	*	N/A	*	N/A	54.55 %
Standard Nearly Met: Level 2	*	*	*	*	N/A	*	N/A	9.09 %
Standard Not Met: Level 1	*	*	*	*	N/A	*	N/A	0.00 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	N/A	*	N/A	63.64 %
Near Standard	*	*	*	*	N/A	*	N/A	36.36 %
Below Standard	*	*	*	*	N/A	*	N/A	0.00 %

WRITING: How well do students communicate in writing?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	*	N/A	54.55 %
Near Standard	*	*	*	*	N/A	*	N/A	36.36 %
Below Standard	*	*	*	*	N/A	*	N/A	9.09 %

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	*	N/A	45.45 %
Near Standard	*	*	*	*	N/A	*	N/A	45.45 %
Below Standard	*	*	*	*	N/A	*	N/A	9.09 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

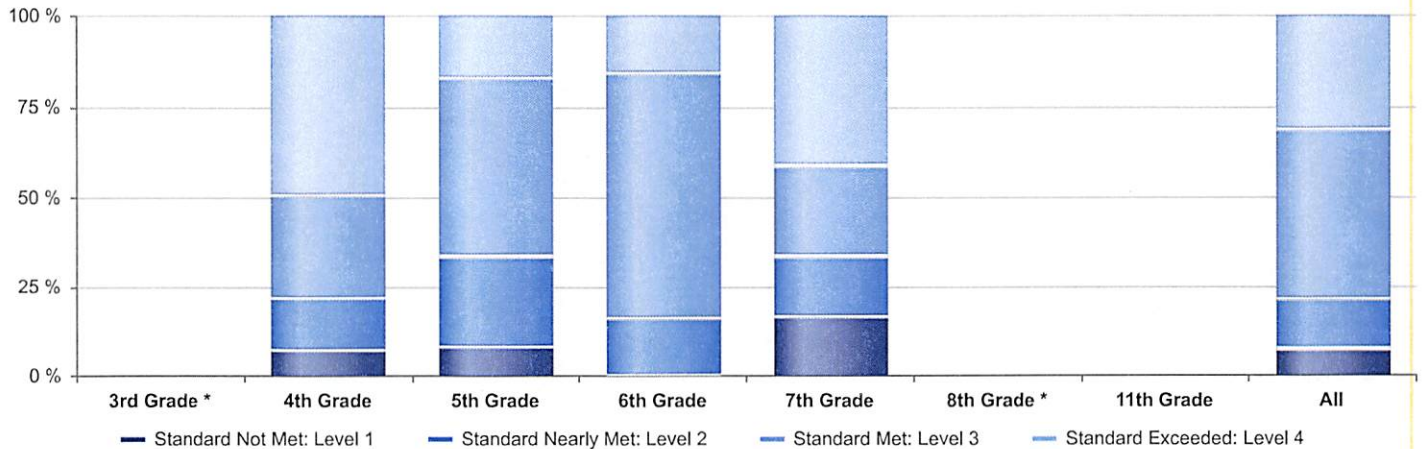


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	*	N/A	36.36 %
Near Standard	*	*	*	*	N/A	*	N/A	63.64 %
Below Standard	*	*	*	*	N/A	*	N/A	0.00 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	14	12	13	12	*	N/A	67
# of Students Tested	*	14	12	13	12	*	N/A	67


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	14	12	13	12	*	N/A	67
Mean Scale Score	*	2525.5	2523.8	2568.0	2588.5	*	N/A	N/A
Standard Exceeded: Level 4	*	50.00 %	16.67 %	15.38 %	41.67 %	*	N/A	31.34 %
Standard Met: Level 3	*	28.57 %	50.00 %	69.23 %	25.00 %	*	N/A	47.76 %
Standard Nearly Met: Level 2	*	14.29 %	25.00 %	15.38 %	16.67 %	*	N/A	13.43 %
Standard Not Met: Level 1	*	7.14 %	8.33 %	0.00 %	16.67 %	*	N/A	7.46 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	35.71 %	25.00 %	38.46 %	41.67 %	*	N/A	37.31 %
	Near Standard	*	64.29 %	66.67 %	53.85 %	25.00 %	*	N/A	52.24 %
	Below Standard	*	0.00 %	8.33 %	7.69 %	33.33 %	*	N/A	10.45 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	21.43 %	16.67 %	30.77 %	41.67 %	*	N/A	34.33 %
	Near Standard	*	78.57 %	75.00 %	61.54 %	50.00 %	*	N/A	59.70 %
	Below Standard	*	0.00 %	8.33 %	7.69 %	8.33 %	*	N/A	5.97 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	28.57 %	25.00 %	15.38 %	33.33 %	*	N/A	26.87 %
	Near Standard	*	64.29 %	58.33 %	84.62 %	41.67 %	*	N/A	62.69 %
	Below Standard	*	7.14 %	16.67 %	0.00 %	25.00 %	*	N/A	10.45 %

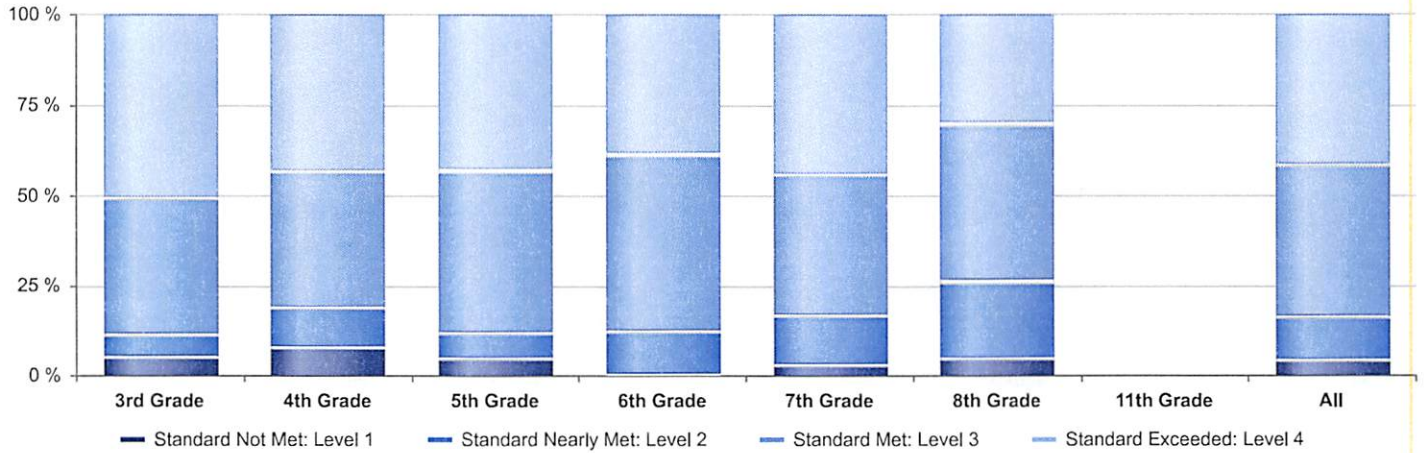
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	57.14 %	16.67 %	38.46 %	58.33 %	*	N/A	43.28 %
	Near Standard	*	35.71 %	66.67 %	61.54 %	25.00 %	*	N/A	47.76 %
	Below Standard	*	7.14 %	16.67 %	0.00 %	16.67 %	*	N/A	8.96 %

English Language Arts/Literacy Area Achievement Level Descriptors

White

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	39	39	46	36	38	43	N/A	241
# of Students Tested	39	39	46	36	38	43	N/A	241
# of Students With Scores	39	39	46	36	38	43	N/A	241
Mean Scale Score	2492.5	2527.3	2563.5	2593.5	2624.9	2617.2	N/A	N/A
Standard Exceeded: Level 4	51.28 %	43.59 %	43.48 %	38.89 %	44.74 %	30.23 %	N/A	41.91 %
Standard Met: Level 3	38.46 %	38.46 %	45.65 %	50.00 %	39.47 %	44.19 %	N/A	42.74 %
Standard Nearly Met: Level 2	5.13 %	10.26 %	6.52 %	11.11 %	13.16 %	20.93 %	N/A	11.20 %
Standard Not Met: Level 1	5.13 %	7.69 %	4.35 %	0.00 %	2.63 %	4.65 %	N/A	4.15 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	46.15 %	56.41 %	47.83 %	38.89 %	50.00 %	39.53 %	N/A	46.47 %
Near Standard	46.15 %	41.03 %	47.83 %	55.56 %	42.11 %	46.51 %	N/A	46.47 %
Below Standard	7.69 %	2.56 %	4.35 %	5.56 %	7.89 %	13.95 %	N/A	7.05 %

WRITING: How well do students communicate in writing?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	61.54 %	38.46 %	52.17 %	47.22 %	63.16 %	51.16 %	N/A	52.28 %
Near Standard	28.21 %	53.85 %	41.30 %	52.78 %	31.58 %	41.86 %	N/A	41.49 %
Below Standard	10.26 %	7.69 %	6.52 %	0.00 %	5.26 %	6.98 %	N/A	6.22 %

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	38.46 %	20.51 %	34.78 %	22.22 %	31.58 %	16.28 %	N/A	27.39 %
Near Standard	56.41 %	76.92 %	63.04 %	75.00 %	65.79 %	79.07 %	N/A	69.29 %
Below Standard	5.13 %	2.56 %	2.17 %	2.78 %	2.63 %	4.65 %	N/A	3.32 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

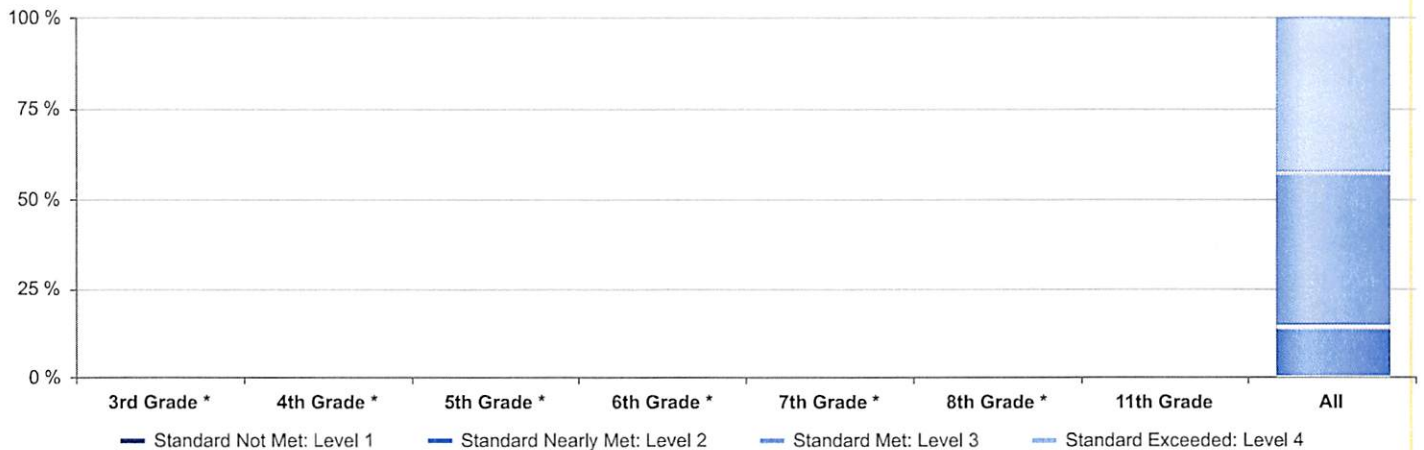


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	53.85 %	38.46 %	41.30 %	58.33 %	52.63 %	46.51 %	N/A	48.13 %
Near Standard	41.03 %	56.41 %	50.00 %	41.67 %	44.74 %	48.84 %	N/A	47.30 %
Below Standard	5.13 %	5.13 %	8.70 %	0.00 %	2.63 %	4.65 %	N/A	4.56 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Ethnicity -- Two or More Races

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	30
# of Students Tested	*	*	*	*	*	*	N/A	30

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	*	*	*	N/A	30
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	43.33 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	43.33 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	13.33 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	0.00 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	43.33 %
	Near Standard	*	*	*	*	*	*	N/A	40.00 %
	Below Standard	*	*	*	*	*	*	N/A	16.67 %


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	56.67 %
	Near Standard	*	*	*	*	*	*	N/A	36.67 %
	Below Standard	*	*	*	*	*	*	N/A	6.67 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	36.67 %
	Near Standard	*	*	*	*	*	*	N/A	63.33 %
	Below Standard	*	*	*	*	*	*	N/A	0.00 %

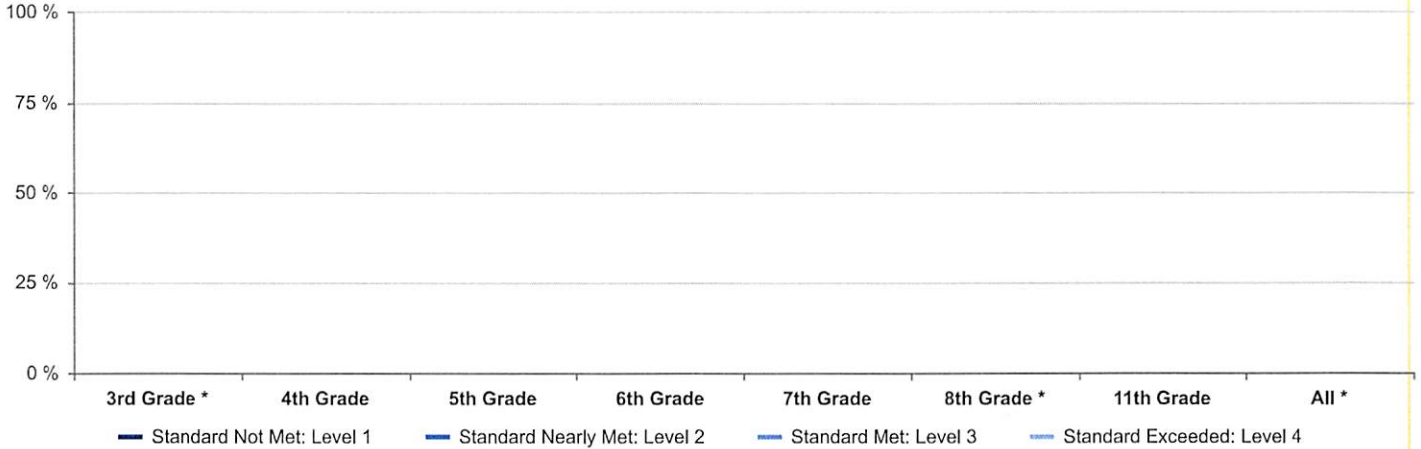
RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	63.33 %
	Near Standard	*	*	*	*	*	*	N/A	36.67 %
	Below Standard	*	*	*	*	*	*	N/A	0.00 %

MATHEMATICS

Black or African American

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	N/A	N/A	N/A	N/A	*	N/A	*
# of Students Tested	*	N/A	N/A	N/A	N/A	*	N/A	*
# of Students With Scores	*	N/A	N/A	N/A	N/A	*	N/A	*
Mean Scale Score	*	N/A	N/A	N/A	N/A	*	N/A	N/A
Standard Exceeded: Level 4	*	N/A	N/A	N/A	N/A	*	N/A	*
Standard Met: Level 3	*	N/A	N/A	N/A	N/A	*	N/A	*
Standard Nearly Met: Level 2	*	N/A	N/A	N/A	N/A	*	N/A	*
Standard Not Met: Level 1	*	N/A	N/A	N/A	N/A	*	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
Near Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
Below Standard	*	N/A	N/A	N/A	N/A	*	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
Near Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
Below Standard	*	N/A	N/A	N/A	N/A	*	N/A	*

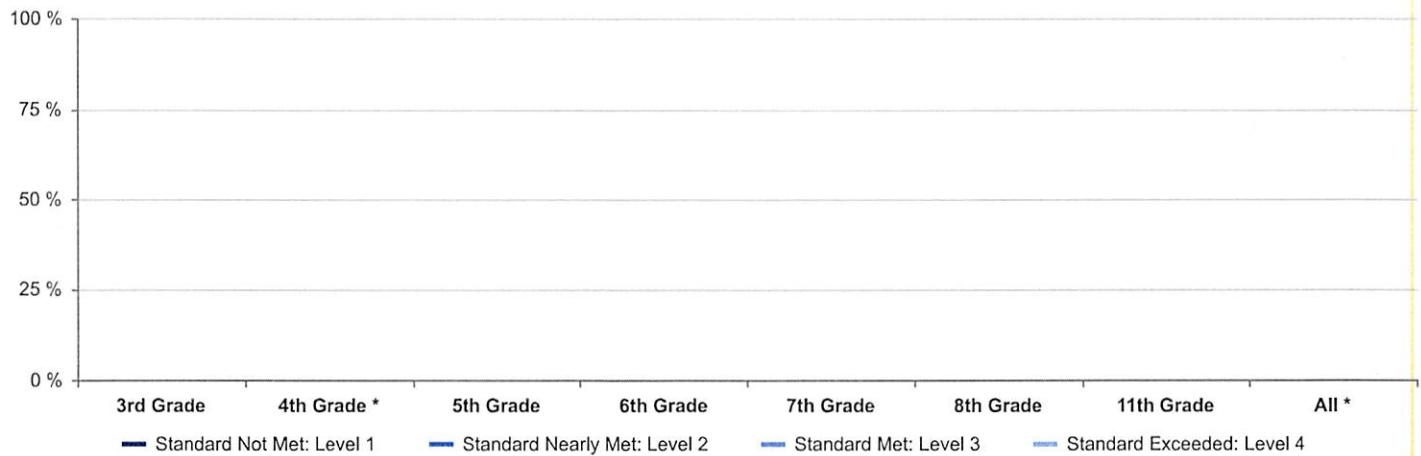
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
Near Standard	*	N/A	N/A	N/A	N/A	*	N/A	*
Below Standard	*	N/A	N/A	N/A	N/A	*	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

American Indian or Alaska Native

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	*	N/A	N/A	N/A	N/A	N/A	*
# of Students Tested	N/A	*	N/A	N/A	N/A	N/A	N/A	*
# of Students With Scores	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Mean Scale Score	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3	N/A	*	N/A	N/A	N/A	N/A	N/A	*


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Near Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Near Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*

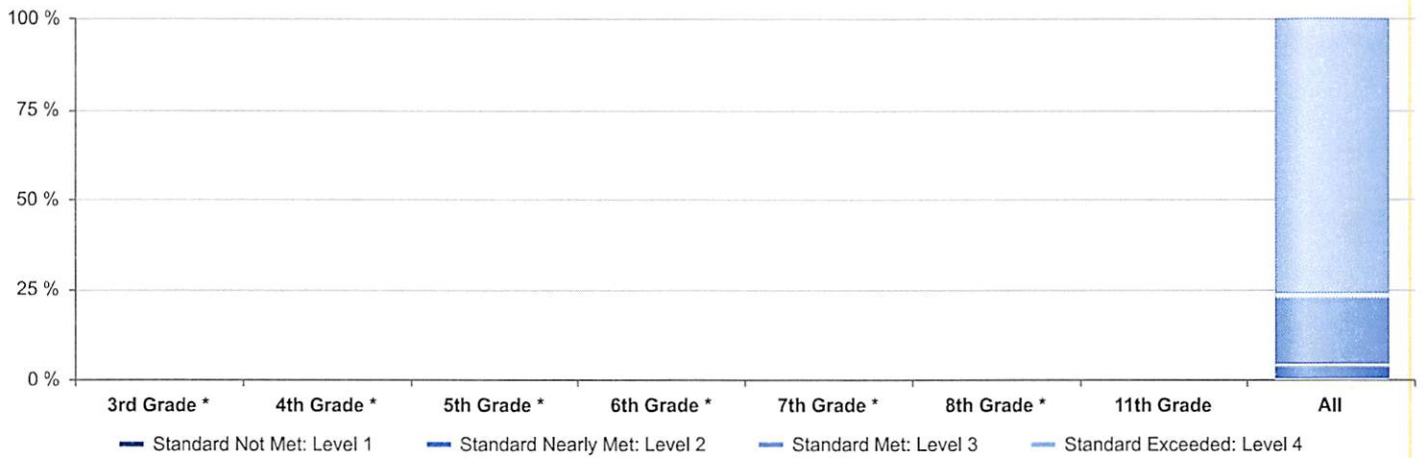
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Near Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*
Below Standard	N/A	*	N/A	N/A	N/A	N/A	N/A	*

[Mathematics Area Achievement Level Descriptors](#)

Asian

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	32
# of Students Tested	*	*	*	*	*	*	N/A	32
# of Students With Scores	*	*	*	*	*	*	N/A	32
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	78.13 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	18.75 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	3.13 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	0.00 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	90.63 %
Near Standard	*	*	*	*	*	*	N/A	6.25 %
Below Standard	*	*	*	*	*	*	N/A	3.13 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	81.25 %
Near Standard	*	*	*	*	*	*	N/A	18.75 %
Below Standard	*	*	*	*	*	*	N/A	0.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

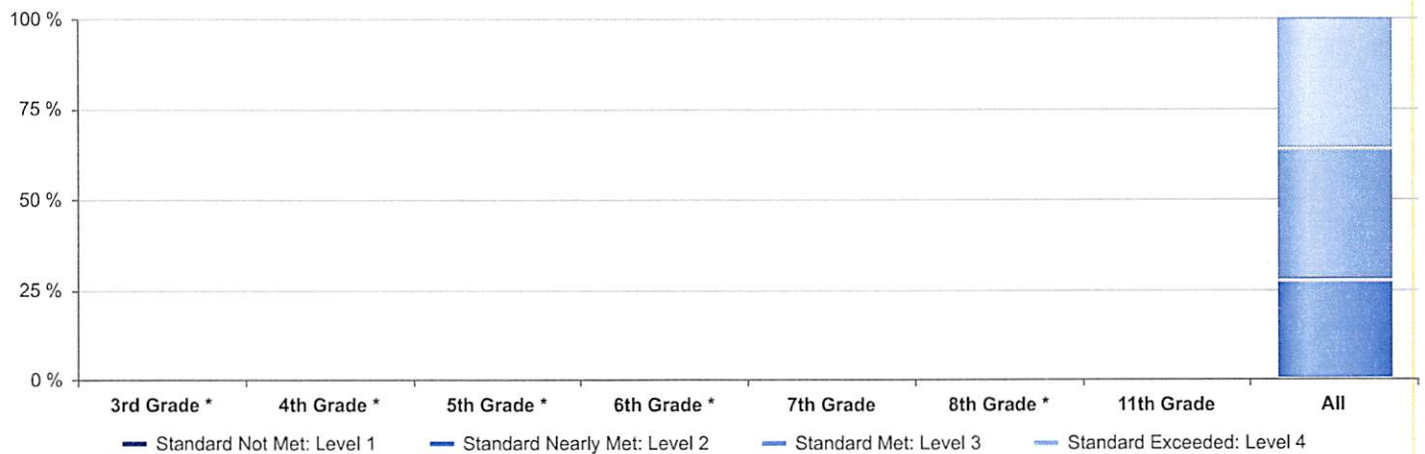


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	78.13 %
Near Standard	*	*	*	*	*	*	N/A	21.88 %
Below Standard	*	*	*	*	*	*	N/A	0.00 %

[Mathematics Area Achievement Level Descriptors](#)

Filipino

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	N/A	*	N/A	11
# of Students Tested	*	*	*	*	N/A	*	N/A	11
# of Students With Scores	*	*	*	*	N/A	*	N/A	11
Mean Scale Score	*	*	*	*	N/A	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	N/A	*	N/A	36.36 %
Standard Met: Level 3	*	*	*	*	N/A	*	N/A	36.36 %
Standard Nearly Met: Level 2	*	*	*	*	N/A	*	N/A	27.27 %
Standard Not Met: Level 1	*	*	*	*	N/A	*	N/A	0.00 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
------------------------	-----------	-----------	-----------	-----------	-----------	-----------	------------	-----



Above Standard	*	*	*	*	N/A	*	N/A	54.55 %
Near Standard	*	*	*	*	N/A	*	N/A	36.36 %
Below Standard	*	*	*	*	N/A	*	N/A	9.09 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	*	N/A	45.45 %
Near Standard	*	*	*	*	N/A	*	N/A	54.55 %
Below Standard	*	*	*	*	N/A	*	N/A	0.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

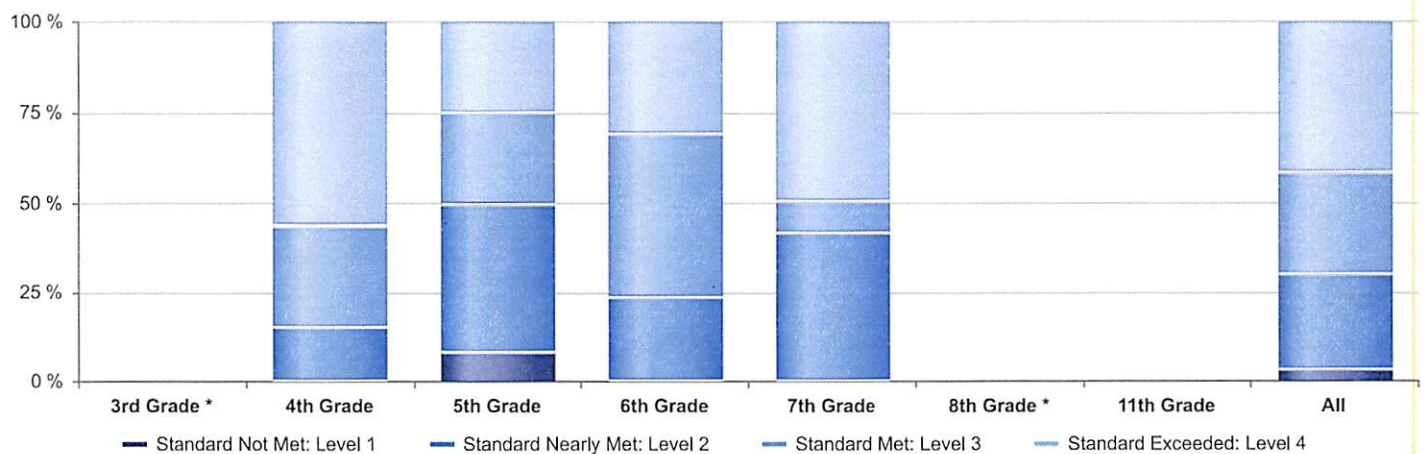


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	*	N/A	45.45 %
Near Standard	*	*	*	*	N/A	*	N/A	54.55 %
Below Standard	*	*	*	*	N/A	*	N/A	0.00 %

[Mathematics Area Achievement Level Descriptors](#)

Hispanic or Latino

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	14	12	13	12	*	N/A	67
# of Students Tested	*	14	12	13	12	*	N/A	67


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	14	12	13	12	*	N/A	67
Mean Scale Score	*	2539.9	2531.5	2586.1	2601.1	*	N/A	N/A
Standard Exceeded: Level 4	*	57.14 %	25.00 %	30.77 %	50.00 %	*	N/A	41.79 %
Standard Met: Level 3	*	28.57 %	25.00 %	46.15 %	8.33 %	*	N/A	28.36 %
Standard Nearly Met: Level 2	*	14.29 %	41.67 %	23.08 %	41.67 %	*	N/A	26.87 %
Standard Not Met: Level 1	*	0.00 %	8.33 %	0.00 %	0.00 %	*	N/A	2.99 %

[Mathematics Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	64.29 %	41.67 %	53.85 %	58.33 %	*	N/A	53.73 %
	Near Standard	*	28.57 %	33.33 %	38.46 %	25.00 %	*	N/A	32.84 %
	Below Standard	*	7.14 %	25.00 %	7.69 %	16.67 %	*	N/A	13.43 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	78.57 %	25.00 %	15.38 %	50.00 %	*	N/A	49.25 %
	Near Standard	*	14.29 %	66.67 %	84.62 %	25.00 %	*	N/A	41.79 %
	Below Standard	*	7.14 %	8.33 %	0.00 %	25.00 %	*	N/A	8.96 %

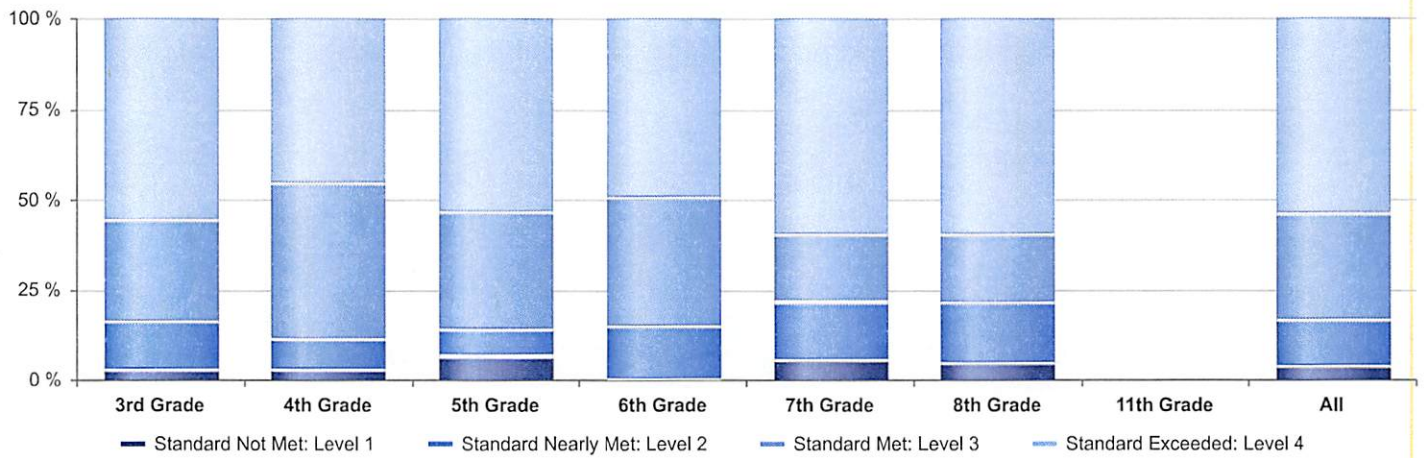
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	64.29 %	8.33 %	30.77 %	33.33 %	*	N/A	41.79 %
	Near Standard	*	35.71 %	75.00 %	61.54 %	66.67 %	*	N/A	52.24 %
	Below Standard	*	0.00 %	16.67 %	7.69 %	0.00 %	*	N/A	5.97 %

[Mathematics Area Achievement Level Descriptors](#)

White

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	39	39	46	36	38	43	N/A	241
# of Students Tested	39	39	46	36	38	43	N/A	241
# of Students With Scores	39	39	46	36	38	43	N/A	241
Mean Scale Score	2497.8	2546.7	2580.7	2610.5	2638.4	2678.2	N/A	N/A
Standard Exceeded: Level 4	56.41 %	46.15 %	54.35 %	50.00 %	60.53 %	60.47 %	N/A	54.77 %
Standard Met: Level 3	28.21 %	43.59 %	32.61 %	36.11 %	18.42 %	18.60 %	N/A	29.46 %
Standard Nearly Met: Level 2	12.82 %	7.69 %	6.52 %	13.89 %	15.79 %	16.28 %	N/A	12.03 %
Standard Not Met: Level 1	2.56 %	2.56 %	6.52 %	0.00 %	5.26 %	4.65 %	N/A	3.73 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	74.36 %	64.10 %	54.35 %	58.33 %	68.42 %	65.12 %	N/A	63.90 %
Near Standard	12.82 %	28.21 %	39.13 %	33.33 %	26.32 %	32.56 %	N/A	29.05 %
Below Standard	12.82 %	7.69 %	6.52 %	8.33 %	5.26 %	2.33 %	N/A	7.05 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	56.41 %	56.41 %	56.52 %	52.78 %	60.53 %	55.81 %	N/A	56.43 %
Near Standard	38.46 %	33.33 %	36.96 %	41.67 %	36.84 %	32.56 %	N/A	36.51 %
Below Standard	5.13 %	10.26 %	6.52 %	5.56 %	2.63 %	11.63 %	N/A	7.05 %

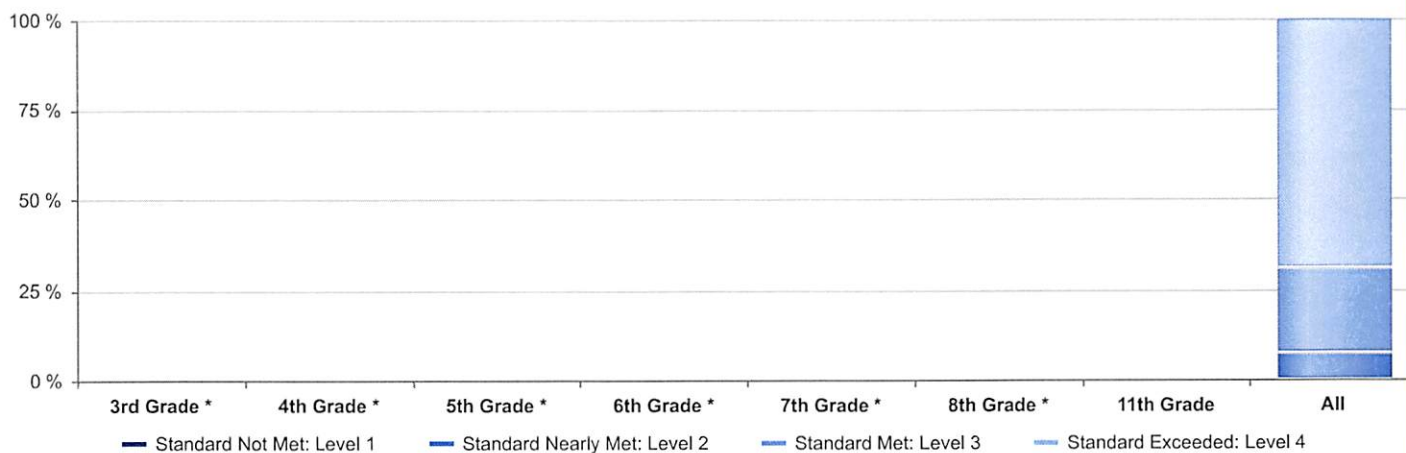
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	69.23 %	61.54 %	50.00 %	58.33 %	57.89 %	62.79 %	N/A	59.75 %
Near Standard	28.21 %	30.77 %	43.48 %	36.11 %	26.32 %	30.23 %	N/A	32.78 %
Below Standard	2.56 %	7.69 %	6.52 %	5.56 %	15.79 %	6.98 %	N/A	7.47 %

[Mathematics Area Achievement Level Descriptors](#)

Ethnicity -- Two or More Races

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	30
# of Students Tested	*	*	*	*	*	*	N/A	30
# of Students With Scores	*	*	*	*	*	*	N/A	30
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	70.00 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	23.33 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	6.67 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	0.00 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
------------------------	-----------	-----------	-----------	-----------	-----------	-----------	------------	-----



Above Standard	*	*	*	*	*	*	N/A	73.33 %
Near Standard	*	*	*	*	*	*	N/A	23.33 %
Below Standard	*	*	*	*	*	*	N/A	3.33 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	73.33 %
Near Standard	*	*	*	*	*	*	N/A	23.33 %
Below Standard	*	*	*	*	*	*	N/A	3.33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	70.00 %
Near Standard	*	*	*	*	*	*	N/A	26.67 %
Below Standard	*	*	*	*	*	*	N/A	3.33 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Test Result Comparison

Report Options

Select Year: Select Grade: Select Group/Subgroup:

Apply Selections

2017 Overall Achievement--All Grades

TABLE GRAPH

Comparing 2 out of 3 Results

SCHOOL #1

Camarillo Academy Of Progressive Education
CDS Code: 56-72546-0115105

• Grades 3-8

[View School #1 Full Test Results](#)

[Remove School #1 Selection](#)

STATE

State of California
CDS Code: 00-00000-0000000

• Grades 3-8,11

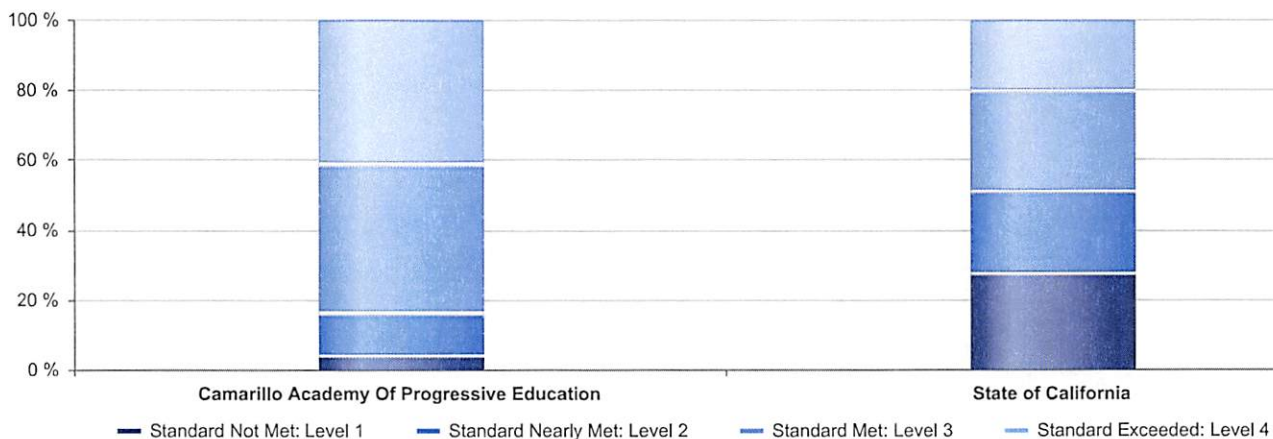
[View State Full Test Results](#)

[Remove State Selection](#)

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

All Grades

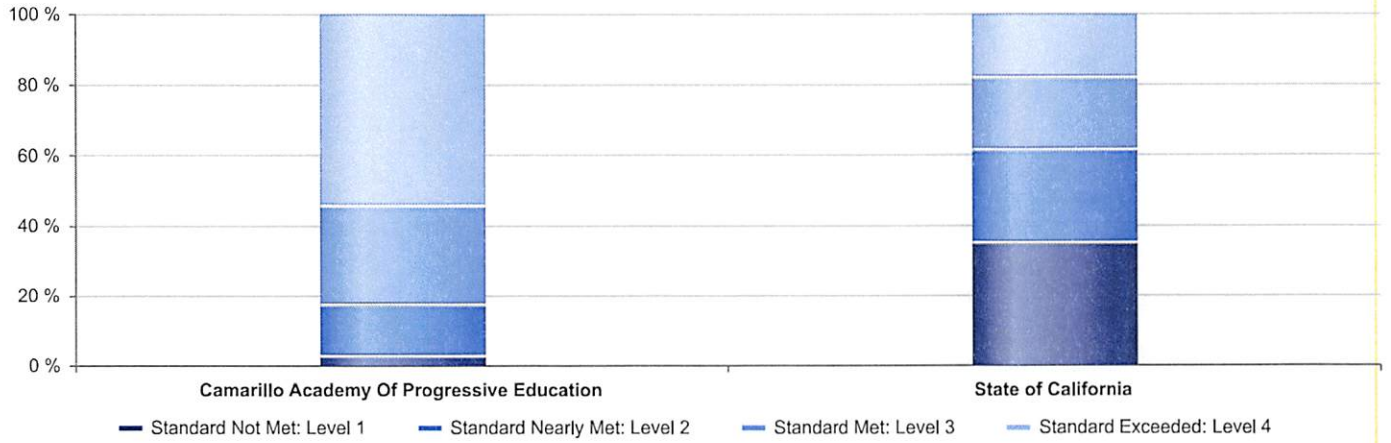


[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

2017 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Smarter Balanced Test Result Comparison

Report Options

Select Year: Select Grade: Select Group/Subgroup:

Apply Selections

2017 Overall Achievement--All Grades

TABLE GRAPH

Comparing 3 out of 3 Results

SCHOOL #1

Camarillo Academy Of Progressive Education
CDS Code: 56-72546-0115105

• Grades 3-8

[View School #1 Full Test Results](#)

[Remove School #1 Selection](#)

SCHOOL #2

Las Posas Elementary
CDS Code: 56-72553-6055438

• Grades 3-5

[View School #2 Full Test Results](#)

[Remove School #2 Selection](#)

SCHOOL #3

Pleasant Valley School Of Engineering And Arts
CDS Code: 56-72553-6055412

• Grades 3-8

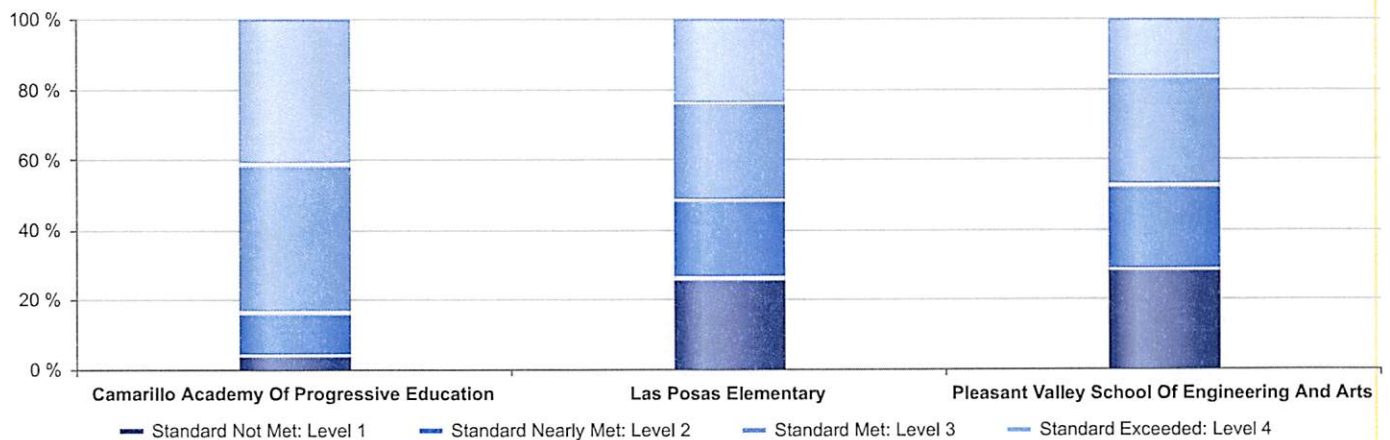
[View School #3 Full Test Results](#)

[Remove School #3 Selection](#)

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

All Grades

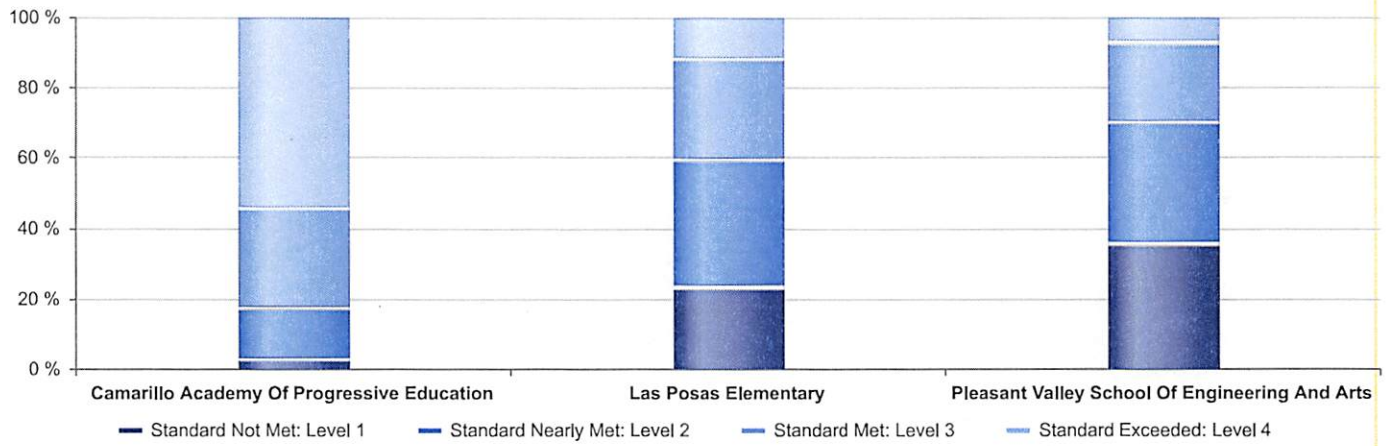


[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

2017 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Smarter Balanced Test Result Comparison

Report Options

Select Year: Select Grade: Select Group/Subgroup:

Apply Selections

2017 Overall Achievement--All Grades

TABLE GRAPH

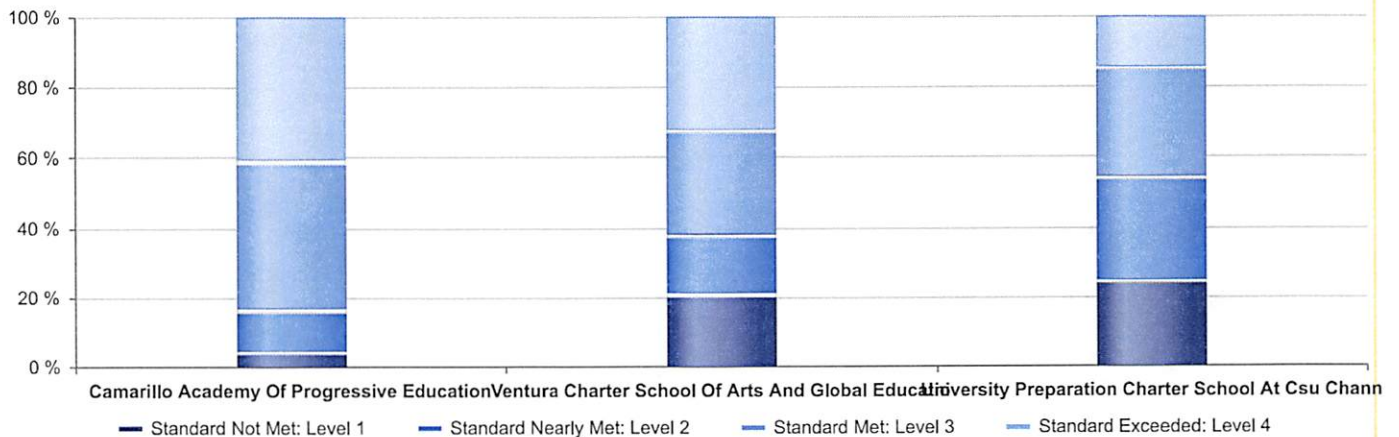
Comparing 3 out of 3 Results

SCHOOL #1	SCHOOL #2	SCHOOL #3
Camarillo Academy Of Progressive Education CDS Code: 56-72546-0115105 • Grades 3-8 View School #1 Full Test Results	Ventura Charter School Of Arts And Global Education CDS Code: 56-10561-0112417 • Grades 3-8 View School #2 Full Test Results	University Preparation Charter School At Csu Chann CDS Code: 56-72553-6120620 • Grades 3-8 View School #3 Full Test Results
Remove School #1 Selection	Remove School #2 Selection	Remove School #3 Selection

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

All Grades



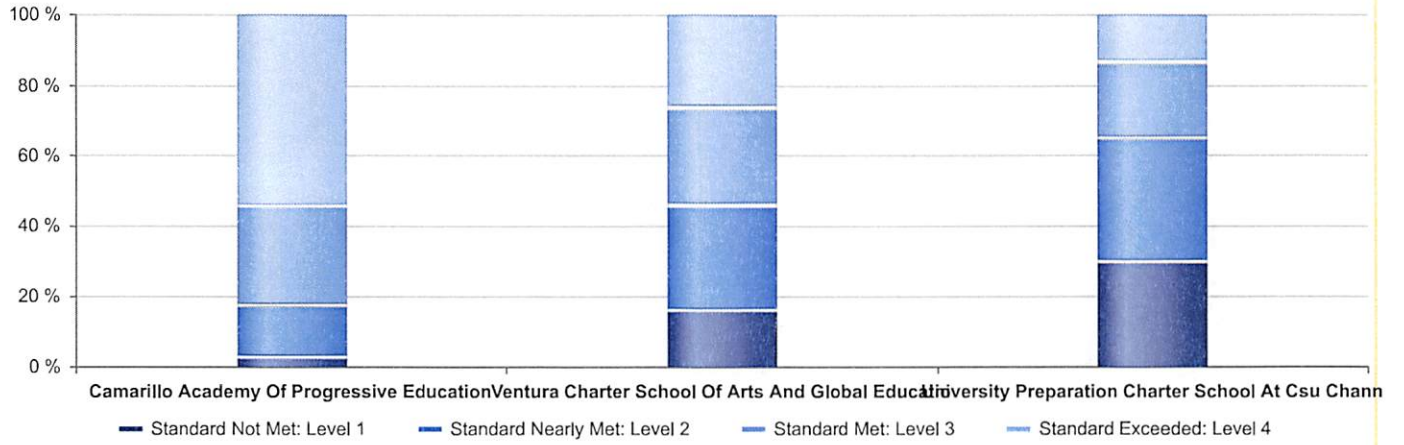
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2017 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Smarter Balanced Test Result Comparison

Report Options

Select Year: Select Grade: Select Group/Subgroup:

Apply Selections

2017 Overall Achievement--All Grades

TABLE GRAPH

Comparing 3 out of 3 Results

SCHOOL #1	SCHOOL #2	SCHOOL #3
Camarillo Academy Of Progressive Education CDS Code: 56-72546-0115105 • Grades 3-8 View School #1 Full Test Results Remove School #1 Selection	Ventura Charter School Of Arts And Global Educatio CDS Code: 56-10561-0112417 • Grades 3-8 View School #2 Full Test Results Remove School #2 Selection	University Preparation Charter School At Csu Chann CDS Code: 56-72553-6120620 • Grades 3-8 View School #3 Full Test Results Remove School #3 Selection

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

All Grades

Overall Achievement

	Camarillo Academy Of Progressive Education	Ventura Charter School Of Arts And Global Educatio	University Preparation Charter School At Csu Chann
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	41.67 %	32.69 %	14.60 %
Standard Met: Level 3	42.71 %	29.62 %	30.80 %
Standard Nearly Met: Level 2	11.72 %	16.54 %	29.60 %
Standard Not Met: Level 1	3.91 %	21.15 %	25.00 %

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

MATHEMATICS

2017 Achievement Level Distribution

All Grades

Overall Achievement

	Camarillo Academy Of Progressive Education	Ventura Charter School Of Arts And Global Educatio	University Preparation Charter School At Csu Chann
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	55.21 %	26.15 %	12.97 %
Standard Met: Level 3	28.13 %	27.69 %	21.16 %
Standard Nearly Met: Level 2	13.80 %	29.62 %	35.33 %
Standard Not Met: Level 1	2.86 %	16.54 %	30.54 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)



Academic Performance Index (API) Report 3 - Year Average API School Report

School: Camarillo Academy of Progressive
 Educati
 LEA: Oxnard Union High
 County: Ventura
 CDS Code: 56725460115105

School Type: Elementary
 Charter: Direct Funded Charter

API Links

LEA List of Schools
County List of Schools
Glossary
3-Year Average Guide

(An LEA is a school district, county office of education, or statewide benefit charter.)

Groups	<u>Number of Students Included in 2011 Growth API</u>	<u>2011 Growth API</u>	<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	434	911	445	912	438	901	908	908
Black or African American	6		5		8			
American Indian or Alaska Native	0		0		0			
Asian	37	963	37	969	29	956	963	963
Filipino	7		7		7			
Hispanic or Latino	73	868	79	880	84	839	862	862
Native Hawaiian or Pacific Islander	0		0		1			
White	301	917	305	913	289	911	914	914
Two or More Races	7		12	870	20	895		
Socioeconomically Disadvantaged	37	859	37	887	23	841	862	865
English Learners	21	844	19	935	22	882	887	885
Students with Disabilities	45	809	43	800	53	752	787	785

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision.

Formula to Calculate Average APIs:

A 3-Year Average API Report was produced if the following criteria were met:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years;
2. The school had 11 or more valid scores in each of the last three consecutive years. (A valid score is when a student's assessment results are included in the calculation of the API.); and,
3. If the above criteria are met, the 3-Year Average API Report will also include any student group(s) that had 11 or more valid scores in each of the last three consecutive years.

Non-Weighted Average: The formula to calculate the non-weighted average is:

$$\frac{2011 \text{ API} + 2012 \text{ API} + 2013 \text{ API}}{3}$$

Weighted Average: The formula to calculate the weighted average is:

$$\frac{(2011 \text{ API} \times 2011 \text{ Valid Scores}) + (2012 \text{ API} \times 2012 \text{ Valid Scores}) + (2013 \text{ API} \times 2013 \text{ Valid Scores})}{2011 \text{ Valid Scores} + 2012 \text{ Valid Scores} + 2013 \text{ Valid Scores}}$$

Further details about the calculation of the averages and the 3-Year Average API Report can be found in the "Status of the Academic Performance Index and the 3-Year Average Information Guide". This guide can be accessed by selecting the "3-Year Average Guide" button within the "API Links" section above.

2012-13 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met 2013 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
7/29/2014

School: Camarillo Academy of Progressive Educati
LEA: Oxnard Union High
County: Ventura
CDS Code: 56-72546-0115105
School Type: Elementary

2013 Growth API Links:

3 - Year Average
School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

Direct Funded Charter School: Yes

(An LEA is a school district, county office of education, or statewide benefit charter.)

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

2013 Statewide Rank: 9 **2013 Similar Schools Rank:** 2

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	438		901	912	A	-11	Yes
Black or African American	8	No					
American Indian or Alaska Native	0	No					
Asian	29	No	956	969			
Filipino	7	No					
Hispanic or Latino	84	Yes	839	878	A	-39	Yes
Native Hawaiian or Pacific Islander	1	No					
White	289	Yes	911	913	A	-2	Yes
Two or More Races	20	No	895	865			
Socioeconomically Disadvantaged	23	No	841	888			
English Learners	22	No	882	936			
Students with Disabilities	53	No	752	801			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2013 Growth API is posted even if a school or LEA had no 2012 Base API or if a school had significant population changes from 2012 to 2013. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

- "N/A"** means a number is not applicable or not available due to missing data.
- "**"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.
- "A"** means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base.
- "B"** means the school did not have a valid 2012 Base API and will not have any growth or target information.
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.
- "I"** means the school had some invalid data at the student group level and the California Department of Education cannot calculate a valid rank for this school.

Missing Statewide and Similar Schools Ranks – LEAs, Alternative Schools Accountability Model (ASAM) schools, and special education schools do not receive statewide or similar schools ranks. Schools with less than 100 valid test scores do not receive a similar schools rank.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2013 Growth API of 770 or a one-point increase from the 2012 Base API to 2013 Growth API for a school or LEA.

Two or More Races: – "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners students groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2012 Base API to the 2013 Growth API, or the LEA reported a potential data error with one or more these student groups. Demographic data corrections made through the California Longitudinal Pupil Achievement Data System (CALPADS) or assessment-related data corrections (such as statewide student identifiers or fields specific to the testing administration process) made through the testing contractor will be reflected in the updated API reports released in March 2014.

2012 -13 Accountability Progress Reporting (APR)

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page



School Report - Base API, Ranks, and Targets
 2012 Base
 Academic Performance Index (API) Report

California Department of Education
 Analysis, Measurement, &
 Accountability Reporting Division
 6/25/2013

School: Camarillo Academy of Progressive Educati
 LEA: Oxnard Union High
 County: Ventura
 CDS Code: 56-72546-0115105
 School Type: Elementary

2012 Base API Links:

School Demographic Characteristics
School Content Area Weights
Similar Schools Report
LEA List of Schools
County List of Schools

Direct Funded Charter School: Yes

(An LEA is a school district, county office of education, or statewide benefit charter.)

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2012 Statewide Rank: 9 **2012 Similar Schools Rank:** 3

	Number of Students Included in 2012 API	Numerically Significant	2012 Base	2012-13 Growth Target	2013 Target
Schoolwide	445		912	A	A
Black or African American	5	No			
American Indian or Alaska Native	0	No			
Asian	37	No	969		
Filipino	7	No			
Hispanic or Latino	79	Yes	878	A	A
Native Hawaiian or Pacific Islander	0	No			
White	305	Yes	913	A	A
Two or More Races	12	No	865		
Socioeconomically Disadvantaged	37	No	888		
English Learners	19	No	936		
Students with Disabilities	43	No	801		

Click on column header to view notes.

Note: 2012 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student Groups receive growth targets. Student Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API or (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2012.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

2012-13 Accountability Progress Reporting (APR)



Similar Schools Report
 2012 Base
 Academic Performance Index (API) Report

California Department of Education
 Analysis, Measurement, &
 Accountability Reporting Division
 6/25/2013

School: Camarillo Academy of Progressive Educati
 LEA: Oxnard Union High
 County: Ventura
 CDS Code: 56-72546-0115105
 School Type: Elementary

2012 Base API Links:

School Base API, Ranks, and Targets
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

		Ranks		Targets	
Number of Students Included in the 2012 API	2012 Base API	2012 Statewide Rank	2012 Similar Schools Rank	2012-13 Growth Target	2013 API Target
445	912	9	3	A	A

"N/A" means a number is not applicable or not available due to missing data.
 "A" means the school scored at or above the statewide performance target of 800 in 2012.

For a further description of similar schools, please refer to the [2012-13 APR Glossary-Base API](#).

The API scale is 200-1000. Only scores for students continuously enrolled in the school from the October 2011 California Longitudinal Pupil Achievement Data System (CALPADS) census date to the 2012 testing date without a gap in enrollment of more than 30 consecutive calendar days are included in the calculation.

[Create and download](#) a data file (delimited ascii format) of these 100 similar schools.

100 Similar Schools

Listed alphabetically by county, school district, and school name.

CDS Code	County	School District	School	2012 Base API
01-75093-6001374	Alameda	Dublin Unified	Dublin Elementary	928
01-61259-6002109	Alameda	Oakland Unified	Peralta Elementary	951
01-75101-6001416	Alameda	Pleasanton Unified	Lydiksen Elementary	905
01-75119-6002711	Alameda	Sunol Glen Unified	Sunol Glen Elementary	936
07-61804-6089130	Contra Costa	San Ramon Valley Unified	Twin Creeks Elementary	903
07-61812-6005193	Contra Costa	Walnut Creek Elementary	Parkmead Elementary	924

07-61812-6005243	Contra Costa	Walnut Creek Elementary	Walnut Heights Elementary	945
07-61796-6004808	Contra Costa	West Contra Costa Unified	Kensington Elementary	956
10-62117-6120083	Fresno	Clovis Unified	Riverview Elementary	955
19-64261-6011175	Los Angeles	Arcadia Unified	Holly Avenue Elementary	922
19-64329-6110035	Los Angeles	Bonita Unified	Oak Mesa Elementary	966
19-64394-6012157	Los Angeles	Claremont Unified	Chaparral Elementary	930
19-64568-6013825	Los Angeles	Glendale Unified	Valley View Elementary	925
19-73445-6014294	Los Angeles	Hacienda la Puente Unified	Mesa Robles	921
19-73445-6066757	Los Angeles	Hacienda la Puente Unified	Wedgeworth Elementary	973
19-64600-6014047	Los Angeles	Hermosa Beach City Elementary	Hermosa View Elementary	961
19-64683-6110563	Los Angeles	Las Virgenes Unified	Bay Laurel Elementary	892
19-64683-6014807	Los Angeles	Las Virgenes Unified	Round Meadow Elementary	908
19-64683-6014815	Los Angeles	Las Virgenes Unified	White Oak Elementary	903
19-64733-6019533	Los Angeles	Los Angeles Unified	Topeka Drive Elementary	899
19-75341-6022024	Los Angeles	Redondo Beach Unified	Beryl Heights Elementary	952
19-64980-6022602	Los Angeles	Santa Monica-Malibu Unified	Point Dume Elementary	938
19-64980-6022610	Los Angeles	Santa Monica-Malibu Unified	Roosevelt Elementary	946
19-64980-6022636	Los Angeles	Santa Monica-Malibu Unified	Webster Elementary	950
19-64998-6106876	Los Angeles	Saugus Union	Charles Helmers Elementary	923
19-64998-0119230	Los Angeles	Saugus Union	West Creek Academy	939
19-65060-6023220	Los Angeles	Torrance Unified	Riviera Elementary	918
19-73460-6095467	Los Angeles	Walnut Valley Unified	Cyrus J. Morris Elementary	889
19-73460-6100309	Los Angeles	Walnut Valley Unified	Maple Hill Elementary	911
21-65334-6024319	Marin	Kentfield Elementary	Anthony G. Bacich Elementary	944
21-65391-6024467	Marin	Mill Valley Elementary	Strawberry Point Elementary	934
21-65458-6024780	Marin	San Rafael City Elementary	Glenwood Elementary	891
27-66233-6092688	Monterey	Washington Union Elementary	Toro Park Elementary	892
27-66233-6026710	Monterey	Washington Union Elementary	Washington Elementary	918
28-66266-0108605	Napa	Napa Valley Unified	Stone Bridge	866
30-66464-6089452	Orange	Capistrano Unified	Castille Elementary	922
30-66464-6118947	Orange	Capistrano Unified	Chaparral Elementary	938
30-66464-6117634	Orange	Capistrano Unified	Don Juan Avila Elementary	904
30-66464-6111827	Orange	Capistrano Unified	John Malcom Elementary	923
30-66464-0100909	Orange	Capistrano Unified	Ladera Ranch Elementary	934
30-66464-6114516	Orange	Capistrano Unified	Las Flores Elementary	910
30-66464-6106819	Orange	Capistrano Unified	Truman Benedict Elementary	905
30-66506-6028013	Orange	Fullerton Elementary	Beechwood Elementary	962
30-66506-6028161	Orange	Fullerton Elementary	Sunset Lane Elementary	925
30-66530-6028872	Orange	Huntington Beach City Elementa	John R. Peterson Elementary	924
30-73650-6100317	Orange	Irvine Unified	Eastshore Elementary	952
30-73650-6120141	Orange	Irvine Unified	Oak Creek Elementary	920
30-73924-6030514	Orange	Los Alamitos Unified	J. H. McGaugh Elementary	906
30-66597-6029334	Orange	Newport-Mesa Unified	Harbor View Elementary	935
30-66613-6029607	Orange	Ocean View	Hope View Elementary	935
30-66621-6097364	Orange	Orange Unified	Anaheim Hills Elementary	905
30-66621-6107767	Orange	Orange Unified	Chapman Hills Elementary	912
30-66621-6029763	Orange	Orange Unified	Crescent Elementary	924
30-73635-6114888	Orange	Saddleback Valley Unified	Melinda Heights Elementary	916
31-66829-6111702	Placer	Eureka Union	Ridgeview Elementary	921
31-75085-0121244	Placer	Rocklin Unified	Sunset Ranch Elementary	932
31-75085-6118517	Placer	Rocklin Unified	Valley View Elementary	928
34-75283-0108860	Sacramento	Natomas Unified	Westlake Charter	927
34-67447-6034482	Sacramento	San Juan Unified	Del Dayo Elementary	934
36-67678-6112833	San Bernardino	Chino Valley Unified	Hidden Trails Elementary	915
36-67678-6108195	San Bernardino	Chino Valley Unified	Rolling Ridge Elementary	915
37-67991-6037642	San Diego	Cajon Valley Union	Fuerte Elementary	931

37-73551-6106512	San Diego	Carlsbad Unified	Hope Elementary	902
37-68056-6115620	San Diego	Del Mar Union Elementary	Ashley Falls Elementary	958
37-68056-6110696	San Diego	Del Mar Union Elementary	Carmel Del Mar Elementary	950
37-68056-6038111	San Diego	Del Mar Union Elementary	Del Mar Heights Elementary	968
37-68080-6117709	San Diego	Encinitas Union Elementary	El Camino Creek Elementary	950
37-68080-6108534	San Diego	Encinitas Union Elementary	Mission Estancia Elementary	950
37-68080-6112445	San Diego	Encinitas Union Elementary	Olivenhain Pioneer Elementary	938
37-68296-6110878	San Diego	Poway Unified	Adobe Bluffs Elementary	932
37-68296-6097216	San Diego	Poway Unified	Chaparral Elementary	930
37-68296-6110886	San Diego	Poway Unified	Highland Ranch Elementary	920
37-68296-6114854	San Diego	Poway Unified	Shoal Creek Elementary	905
37-68296-6070858	San Diego	Poway Unified	Westwood Elementary	899
37-68296-0116764	San Diego	Poway Unified	Willow Grove Elementary	944
37-68338-6096879	San Diego	San Diego Unified	Dailard Elementary	913
37-68338-6039960	San Diego	San Diego Unified	Marvin Elementary	909
37-68387-6111181	San Diego	Solana Beach Elementary	Solana Santa Fe Elementary	954
38-68478-6041438	San Francisco	San Francisco Unified	Miraloma Elementary	884
38-68478-6113245	San Francisco	San Francisco Unified	Yu (Alice Fong) Elementary	954
41-68866-6043459	San Mateo	Belmont-Redwood Shores Element	Fox Elementary	922
41-68882-6043566	San Mateo	Burlingame Elementary	Lincoln Elementary	920
41-68965-6044168	San Mateo	Menlo Park City Elementary	Laurel Elementary	900
41-69021-6044739	San Mateo	San Carlos Elementary	Brittan Acres Elementary	879
41-69039-6044838	San Mateo	San Mateo-Foster City	Baywood Elementary	936
42-69195-6045447	Santa Barbara	Goleta Union Elementary	Foothill Elementary	924
43-69393-6046577	Santa Clara	Campbell Union	Forest Hill Elementary	945
43-69500-6047369	Santa Clara	Loma Prieta Joint Union Elemen	Loma Prieta Elementary	926
43-73387-6047625	Santa Clara	Milpitas Unified	John Sinnott Elementary	915
43-69575-6047740	Santa Clara	Moreland Elementary	Country Lane Elementary	948
43-69625-6097430	Santa Clara	Oak Grove Elementary	Taylor (Bertha) Elementary	903
43-69641-6048250	Santa Clara	Palo Alto Unified	Escondido Elementary	937
43-69666-6048474	Santa Clara	San Jose Unified	Booksin Elementary	927
43-69674-6048904	Santa Clara	Santa Clara Unified	Laurelwood Elementary	931
43-69708-6049290	Santa Clara	Union Elementary	Alta Vista Elementary	959
44-69799-6049779	Santa Cruz	Pajaro Valley Unified	Rio del Mar Elementary	907
56-73874-6055677	Ventura	Oak Park Unified	Brookside Elementary	954
56-73874-6107528	Ventura	Oak Park Unified	Oak Hills Elementary	959
56-72546-0115105	Ventura	Oxnard Union High	Camarillo Academy of Progressive Educati	912
56-72652-6056170	Ventura	Ventura Unified	Pierpont Elementary	890
57-72678-6056261	Yolo	Davis Joint Unified	North Davis Elementary	910

Questions: Academic Accountability Team | aauc@cde.ca.gov | 916-319-0863.

2011-12 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met 2012 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

School: Camarillo Academy of Progressive Educati
LEA: Oxnard Union High
County: Ventura
CDS Code: 56-72546-0115105
School Type: Elementary

2012 Growth API Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

Direct Funded Charter School: Yes

(An LEA is a school district, county office of education, or statewide benefit charter.)

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

Groups

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Growth Target
Schoolwide	445		912	911	A	1	Yes
Black or African American	5	No					
American Indian or Alaska Native	0	No					
Asian	37	No	969	963			
Filipino	7	No					
Hispanic or Latino	79	Yes	880	868	A	12	Yes
Native Hawaiian or Pacific Islander	0	No					
White	305	Yes	913	917	A	-4	Yes
Two or More Races	12	No	870				
Socioeconomically Disadvantaged	37	No	887	859			
English Learners	19	No	935	844			
Students with Disabilities	43	No	800	809			

Similar Schools Report

Similar Schools

2012	2011
------	------

2012 2011

Click on the median value heading to link to the list of 2011 Base API similar schools. This list contains schools which

Growth
913

Base
911

were selected specifically for the reported school for the 2011 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

"B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.

2011 - 12 Growth Academic Performance Index (API) Chart



School Chart 2012 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

School: Camarillo Academy of Progressive Educati
LEA: Oxnard Union High
County: Ventura
CDS Code: 56-72546-0115105
School Type: Elementary

2012 Growth API Links:

School Report - Growth
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

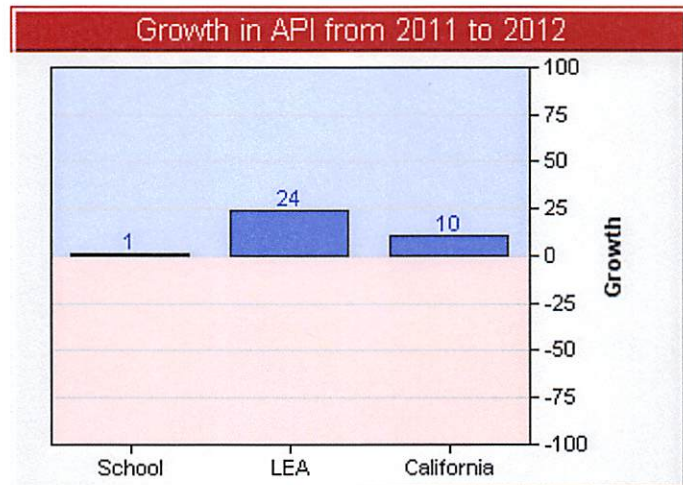
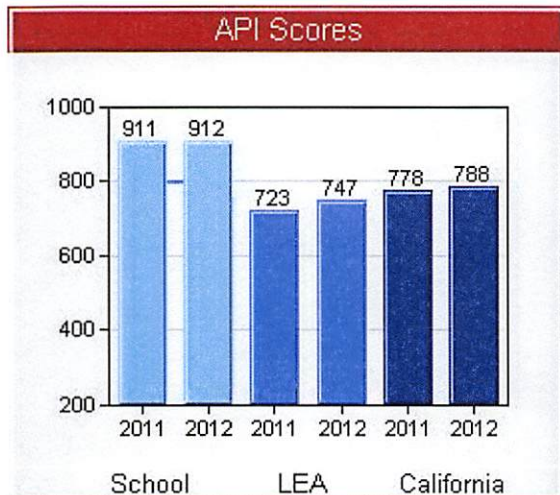
2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2011 Base API	2012 Growth API	Growth in the API from 2012 to 2011
911	912	1

Met 2011 - 12 Growth API Targets:

Schoolwide Yes
All Student Groups Yes
Both Schoolwide and Student Groups Yes

Schools that do not have a valid 2011 Base API will not have any growth or target information.



— Statewide Performance Target for Schools = API of 800 or Above

School: Camarillo Academy of Progressive Educati
LEA: Oxnard Union High

2011 - 12 Growth Academic Performance Index (API) Chart



School Demographic Characteristics 2012 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

School: Camarillo Academy of Progressive Educati
LEA: Oxnard Union High
County: Ventura
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Direct Funded Charter School: Yes

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from the October 2011 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2012 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	<u>Percent</u>	Enrollments** (STAR)	<u>Percent</u>
Black or African American	1	Grade 2	13
American Indian or Alaska Native	0	Grades 3-5	44
Asian	8	Grade 6	15
Filipino	2	Grades 7-8	28
Hispanic or Latino	18	Grades 9-11	0
Native Hawaiian or Pacific Islander	0	<i>**This is a percentage of all enrollments in grades 2-11.</i>	
White	69		
Two or More Races	3		
<i>*These percentages may not sum to 100 due to responses of: other, multiple, or non-response.</i>			
Participants in Free or Reduced-Price Lunch (STAR)	8	Parent Education Level (STAR)	
		Percentage with a response***	97
		Of those with a response:	
		Not a high school graduate	0
		High school graduate	3
		Some college	19
		College graduate	35
		Graduate school	44
Participants in Gifted and Talented Education Program (STAR)	0	<i>***This is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Migrant Education Program (STAR)	0		
English Learners (STAR)	2	<u>Average</u>	
		Average Parent Education Level (STAR)	4.19
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	2	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	

Students with Disabilities (STAR)

Continuous Enrollment

School, (CALPADS)

LEA, (CALPADS)

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2011 CALPADS data collection and who have been continuously enrolled since that date.

Fully-Credentialed Teachers** (CALPADS)**

Teachers with Emergency Credentials **(CALPADS)**

**** These data were not collected during the 2011 CALPADS collection and are unavailable for reporting in the 2011-12 APR cycle.

10 **Average Class Size (CALPADS)**

Grades

K-3

4-6

99

Core academic courses

99

in departmentalized programs

Average

20

33

32

Number

Enrollment in Grades 2-11 on First Day of Testing (STAR)

451

Students Exempted from STAR Testing Per Parent Written Request (STAR)

2

Number of Students Tested (STAR)

449

Yes/No

Multi-track, Year-round School (CALPADS)

No

2011 -12 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) List of Schools 2012 Growth Academic Performance Index Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

LEA: Oxnard Union High
LEA Type: 9-12 High
County: Ventura
CD Code: 56-72546

APR LEA Summary
API LEA Report
API County List of Schools
AYP LEA List of Schools
AYP County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)
(AYP = Adequate Yearly Progress)

LEA API Summary

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	Number	Percent	Number	Percent
Targets Met*	5	83	1	100
API Grew, Targets Not Met**	1	17	0	N/A
API Remained Same or Declined, Targets Not Met	0	N/A	0	N/A

Only schools with a valid 2011 Base API and a valid 2012 Growth API are included in these LEA and state summaries.

State API Summary

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	Number	Percent	Number	Percent
Targets Met*	4,594	56	875	51
API Grew, Targets Not Met**	1,513	18	374	22
API Remained Same or Declined, Targets Not Met	2,164	26	474	28

* Includes schools with 2012 Growth APIs of 800 or more.

** Includes schools that met schoolwide 2011-12 Growth API targets but did not meet one or more subgroup targets.

	API				Met Growth Target		
	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	School-wide	All Student Groups	Both Schoolwide and Student Groups
<u>OXNARD UNION HIGH</u>	747	723	D	24			
Elementary Schools							
<u>Camarillo Academy of Progressive Educati</u>	912	911	A	1	Yes	Yes	Yes
High Schools							
<u>Adolfo Camarillo High</u>	869	848	A	21	Yes	Yes	Yes
<u>Architecture, Construction & Engineering</u>	577	715	5	-138	No	Yes	No
<u>Channel Islands High</u>	702	689	6	13	Yes	Yes	Yes

Hueneme High	691	650	8	41	Yes	Yes	Yes
Oxnard High	743	716	5	27	Yes	Yes	Yes
Oxnard Independent Study							
Pacifica High	754	732	5	22	Yes	No	No
Rio Mesa High	752	741	5	11	Yes	Yes	Yes
ASAM Schools							
Frontier High	557*	510*	15	47	Yes	Yes	Yes

Click on column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school or LEA was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school scored at or above the statewide performance target of 800 in 2012.

"B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740, or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

2011 - 12 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) List of Schools 2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

LEA: Oxnard Union High
LEA Type: 9-12 High
County: Ventura
CD Code: 56-72546

AYP LEA Report
APR LEA Summary
API LEA List of Schools
API County List of Schools
AYP County List of Schools

(API = Academic Performance Index)

OXNARD UNION HIGH

Elementary Schools

[Camarillo Academy of Progressive Educati](#)

High Schools

[Adolfo Camarillo High](#)

[Architecture, Construction & Engineering](#)

[Channel Islands High](#)

[Hueneme High](#)

[Oxnard High](#)

[Oxnard Independent Study](#)

[Pacifica High](#)

[Rio Mesa High](#)

ASAM Schools

[Frontier High](#)

	Met 2012 Criteria for:					PI Status
	All Components	English-Language Arts	Mathematics	API	Graduation Rate	PI Status
	No	No	No	Yes	No	Year 3
	No	Yes	No	Yes	N/A	Not Title 1
	No	No	No	Yes	No	Not Title 1
	No	No	No	No	N/A	Not in PI
	No	No	No	Yes	Yes	Year 2
	No	No	No	Yes	No	Year 4
	No	No	No	Yes	Yes	Year 4
	Yes	Yes	Yes	N/A	N/A	Not in PI
	No	No	No	Yes	No	Year 3
	No	No	No	Yes	No	Year 3
	No	Yes	Yes	Yes	No	Year 4

2011 - 12 Accountability Progress Reporting (APR)



AYP County List of Schools 2012 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013

County: Ventura
County Code: 56

API County List of Schools (API = Academic Performance Index)
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Met 2012 Criteria for:					PI Status
All Components	English- Language Arts	Mathematics	API	Graduation Rate	PI Status

BRIGGS ELEMENTARY

No	Yes	No	Yes	N/A	Year 1
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Elementary Schools

Olivelands Elementary

No	No	No	Yes	N/A	Year 2
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Middle Schools

Briggs Elementary

No	Yes	No	Yes	N/A	Year 4
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CONEJO VALLEY UNIFIED

No	No	No	Yes	Yes	Year 3
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Elementary Schools

Acacia Elementary

No	Yes	No	Yes	N/A	Year 2
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Aspen Elementary

No	Yes	No	Yes	N/A	Not Title 1
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Banyan Elementary

No	No	Yes	Yes	N/A	Not Title 1
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Conejo Elementary

No	No	No	Yes	N/A	Year 4
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Cypress Elementary

No	Yes	No	Yes	N/A	Not Title 1
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Environmental Academy of Research Techno

No	No	No	Yes	N/A	Not Title 1
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Glenwood Elementary

No	Yes	No	Yes	N/A	Year 2
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Ladera Elementary

No	No	No	Yes	N/A	Not Title 1
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Lang Ranch

Yes	Yes	Yes	Yes	N/A	Not Title 1
-----	-----	-----	-----	-----	-------------

Madrona Elementary

Yes	Yes	Yes	Yes	N/A	Not Title 1
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Maple Elementary

No	No	Yes	Yes	N/A	Not Title 1
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Sycamore Canyon

Yes	Yes	Yes	Yes	N/A	Not Title 1
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Walnut Elementary

Yes	Yes	Yes	Yes	N/A	Year 2
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Weathersfield Elementary

No	No	No	Yes	N/A	Not Title 1
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Westlake Elementary

Yes	Yes	Yes	Yes	N/A	Not Title 1
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Westlake Hills Elementary

Yes	Yes	Yes	Yes	N/A	Not Title 1
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Wildwood Elementary

Yes	Yes	Yes	Yes	N/A	Not Title 1
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Middle Schools

Colina Middle

No	No	No	Yes	N/A	Not Title 1
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Los Cerritos Middle

No	No	No	Yes	N/A	Not Title 1
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Redwood Middle

No	Yes	No	Yes	N/A	Not Title 1
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Sequoia Middle

No	No	No	Yes	N/A	Not Title 1
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High Schools

Century Academy	Yes	Yes	Yes	N/A	N/A	Not Title 1
Newbury Park High	No	No	Yes	Yes	No	Not Title 1
Thousand Oaks High	No	No	No	Yes	Yes	Not Title 1
Westlake High	No	No	No	Yes	Yes	Not Title 1

ASAM Schools

Conejo Valley High (Continuation)	No	No	No	No	Yes	Not Title 1
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FILLMORE UNIFIED

	No	No	No	Yes	Yes	Year 2
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Elementary Schools

Mountain Vista	No	No	No	Yes	N/A	Year 4
Piru Elementary	No	Yes	No	Yes	N/A	Year 5
San Cayetano Elementary	Yes	Yes	Yes	Yes	N/A	Year 5
Sespe Elementary	No	No	Yes	Yes	N/A	Year 5

Middle Schools

Fillmore Middle	No	No	No	Yes	N/A	Year 5
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High Schools

Fillmore Senior High	No	No	No	No	Yes	Year 3
Heritage Valley Independent Study	No	No	No	N/A	N/A	Not Title 1

ASAM Schools

Sierra High	Yes	Yes	Yes	N/A	N/A	Not in PI
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HUENEME ELEMENTARY

	No	No	No	No	N/A	Year 3
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Elementary Schools

Ansgar Larsen Elementary	No	No	No	No	N/A	Year 5
Art Haycox Elementary	No	No	No	No	N/A	Year 5
Fred L. Williams Elementary	No	No	No	Yes	N/A	Year 5
Hollywood Beach Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Hueneme Elementary	No	No	No	Yes	N/A	Year 5
Julien Hathaway Elementary	No	No	No	No	N/A	Year 5
Parkview Elementary	No	No	No	Yes	N/A	Year 5
Richard Bard Elementary	No	No	No	No	N/A	Year 3
Sunkist Elementary	No	No	No	No	N/A	Year 2

Middle Schools

Charles Blackstock Junior High	No	No	No	No	N/A	Year 5
E. O. Green Junior High	No	No	No	Yes	N/A	Year 5

MESA UNION ELEMENTARY

	No	No	No	Yes	N/A	Not In PI
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Elementary Schools

Golden Valley Charter	No	No	Yes	Yes	N/A	Not Title 1
Mesa Elementary	No	No	No	Yes	N/A	Year 3

High Schools

Golden Valley Virtual Charter	No	Yes	No	N/A	N/A	Not Title 1
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MOORPARK UNIFIED

	No	No	No	Yes	Yes	Year 2
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Elementary Schools

Arroyo West Elementary	No	No	No	Yes	N/A	Year 4
Campus Canyon Elementary	No	No	No	Yes	N/A	Year 1
Flory Academy of Sciences and Technology	No	No	No	Yes	N/A	Not Title 1
Mountain Meadows Elementary	No	Yes	No	Yes	N/A	Not in PI
Peach Hill Academy	Yes	Yes	Yes	Yes	N/A	Year 1
Walnut Canyon Elementary	No	No	Yes	Yes	N/A	Year 3

Middle Schools

Chaparral Middle	No	No	No	Yes	N/A	Not Title 1
Mesa Verde Middle	No	No	No	Yes	N/A	Not Title 1

High Schools

IvyTech Charter	No	No	No	N/A	N/A	Not Title 1
Moorpark High	No	No	No	Yes	Yes	Not Title 1
The High School at Moorpark College	No	No	No	N/A	Yes	Not Title 1

ASAM Schools

Community High	Yes	Yes	Yes	N/A	Yes	Year 2
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MUPU ELEMENTARY

	Yes	Yes	Yes	Yes	N/A	Not Title 1
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Elementary Schools

Mupu Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
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OAK PARK UNIFIED

	Yes	Yes	Yes	Yes	Yes	Not In PI
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Elementary Schools

Brookside Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Oak Hills Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Red Oak Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI

Middle Schools

Medea Creek Middle	Yes	Yes	Yes	Yes	N/A	Not in PI
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High Schools

Oak Park High	Yes	Yes	Yes	Yes	Yes	Not Title 1
Oak Park Independent	No	Yes	No	Yes	N/A	Not Title 1

ASAM Schools

Oak View High	No	Yes	No	N/A	N/A	Not in PI
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OCEAN VIEW

	No	No	No	Yes	N/A	Year 3
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Elementary Schools

Laguna Vista Elementary	No	No	Yes	Yes	N/A	Not Title 1
Mar Vista Elementary	No	No	No	Yes	N/A	Year 5
Tierra Vista Elementary	No	No	No	Yes	N/A	Year 4

Middle Schools

Ocean View Junior High	No	No	No	Yes	N/A	Year 3
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OJAI UNIFIED

	No	No	No	Yes	No	Not In PI
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Elementary Schools

Meiners Oaks Elementary	No	No	No	Yes	N/A	Year 4
Mira Monte Elementary	No	Yes	No	Yes	N/A	Not in PI

San Antonio Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Summit Elementary	Yes	Yes	Yes	N/A	N/A	Not Title 1
Topa Topa Elementary	Yes	Yes	Yes	Yes	N/A	Year 2
Valley Oak Charter	No	No	No	N/A	N/A	Not Title 1
Middle Schools						
Matilija Junior High	No	Yes	No	Yes	N/A	Year 4
High Schools						
Nordhoff High	No	No	No	Yes	No	Year 2
ASAM Schools						
Chaparral High	No	No	No	N/A	N/A	Not Title 1
<u>OXNARD</u>						
Elementary Schools						
Cesar E. Chavez Elementary	No	No	No	Yes	N/A	Year 5
Christa McAuliffe Elementary	No	Yes	No	Yes	N/A	Year 1
Curren Elementary	No	No	No	Yes	N/A	Year 3
Driffill Elementary	No	No	No	Yes	N/A	Year 5
Elm Street Elementary	No	No	No	Yes	N/A	Year 5
Emilie Ritche Elementary	No	No	No	Yes	N/A	Year 5
Harrington Elementary	Yes	Yes	Yes	Yes	N/A	Year 5
Juan Lagunas Soria Elementary	No	Yes	No	Yes	N/A	Year 2
Kamala Elementary	No	No	No	Yes	N/A	Year 5
Lemonwood Elementary	No	No	No	Yes	N/A	Year 5
Marina West Elementary	No	Yes	No	Yes	N/A	Year 5
McKinna Elementary	Yes	Yes	Yes	Yes	N/A	Year 5
Norman R. Brekke Elementary	No	No	No	Yes	N/A	Year 4
Ramona Elementary	No	No	No	No	N/A	Year 5
Rose Avenue Elementary	No	No	No	Yes	N/A	Year 2
Sierra Linda Elementary	No	No	Yes	Yes	N/A	Year 1
Thurgood Marshall Elementary	Yes	Yes	Yes	Yes	N/A	Year 1
Middle Schools						
Fremont Intermediate	No	No	No	No	N/A	Year 5
Richard B. Haydock Intermediate	No	No	No	Yes	N/A	Year 5
Robert J. Frank Intermediate	No	No	No	Yes	N/A	Year 5
<u>OXNARD UNION HIGH</u>						
Elementary Schools						
Camarillo Academy of Progressive Educati	No	Yes	No	Yes	N/A	Not Title 1
High Schools						
Adolfo Camarillo High	No	No	No	Yes	No	Not Title 1
Architecture, Construction & Engineering	No	No	No	No	N/A	Not in PI
Channel Islands High	No	No	No	Yes	Yes	Year 2
Hueneme High	No	No	No	Yes	No	Year 4
Oxnard High	No	No	No	Yes	Yes	Year 4
Oxnard Independent Study	Yes	Yes	Yes	N/A	N/A	Not in PI

Pacifica High	No	No	No	Yes	No	Year 3
Rio Mesa High	No	No	No	Yes	No	Year 3
ASAM Schools						
Frontier High	No	Yes	Yes	Yes	No	Year 4
PLEASANT VALLEY	No	No	No	Yes	N/A	Year 2
Elementary Schools						
Camarillo Heights Elementary	No	Yes	No	Yes	N/A	Not Title 1
Dos Caminos Elementary	Yes	Yes	Yes	Yes	N/A	Year 2
El Descanso Elementary	No	No	No	Yes	N/A	Year 3
La Mariposa	No	No	No	No	N/A	Not Title 1
Las Posas Elementary	No	No	No	Yes	N/A	Year 2
Los Primeros School of Sciences & Arts	No	Yes	No	Yes	N/A	Not Title 1
Rancho Rosal Elementary	No	No	No	Yes	N/A	Not Title 1
Santa Rosa Technology Magnet	Yes	Yes	Yes	Yes	N/A	Not Title 1
Tierra Linda Elementary	No	Yes	No	Yes	N/A	Not Title 1
University Preparation School at CSU Cha	No	No	No	Yes	N/A	Year 5
Middle Schools						
Las Colinas Middle	No	Yes	No	Yes	N/A	Not Title 1
Monte Vista Middle	No	No	No	Yes	N/A	Not Title 1
University Charter Middle School at CSU	No	Yes	No	Yes	N/A	Year 4
RIO ELEMENTARY	No	No	No	Yes	N/A	Year 3
Elementary Schools						
Rio Del Mar	No	Yes	No	Yes	N/A	Year 2
Rio del Norte	No	No	No	No	N/A	Year 5
Rio Lindo Elementary	No	No	No	No	N/A	Year 4
Rio Plaza Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI
Rio Real Elementary	Yes	Yes	Yes	Yes	N/A	Year 5
Rio Rosales	No	No	No	Yes	N/A	Year 4
Middle Schools						
Rio del Valle Middle	No	Yes	No	Yes	N/A	Year 5
Rio Vista Middle	No	No	No	Yes	N/A	Year 4
SANTA CLARA ELEMENTARY	Yes	Yes	Yes	N/A	N/A	Not Title 1
Elementary Schools						
Santa Clara Elementary	Yes	Yes	Yes	N/A	N/A	Not Title 1
SANTA PAULA ELEMENTARY	No	No	No	Yes	N/A	Year 3
Elementary Schools						
Barbara Webster Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI
Blanchard Elementary	No	Yes	No	Yes	N/A	Year 2
Glen City Elementary	No	No	No	Yes	N/A	Year 2
Grace S. Thille Elementary	No	No	Yes	Yes	N/A	Not in PI
McKevett Elementary	No	No	No	Yes	N/A	Year 2

Thelma B. Bedell Elementary	No	Yes	No	Yes	N/A	Not in PI
Middle Schools						
Isbell Middle	No	No	No	Yes	N/A	Year 5
SANTA PAULA UNION HIGH	No	No	No	No	Yes	Year 3
High Schools						
Santa Paula High	No	No	No	No	Yes	Year 3
ASAM Schools						
Renaissance High	Yes	Yes	Yes	N/A	Yes	Not in PI
SIMI VALLEY UNIFIED	No	No	No	Yes	No	Year 2
Elementary Schools						
Arroyo Elementary	No	No	No	Yes	N/A	Not Title 1
Atherwood Elementary	No	Yes	No	Yes	N/A	Not Title 1
Berylwood Elementary	No	No	No	Yes	N/A	Year 5
Big Springs Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Crestview Elementary	No	No	No	Yes	N/A	Not Title 1
Garden Grove Elementary	No	No	Yes	Yes	N/A	Not Title 1
Hollow Hills Elementary	No	Yes	No	Yes	N/A	Not Title 1
Justin Elementary	No	No	No	Yes	N/A	Not Title 1
Katherine Elementary	No	No	No	Yes	N/A	Not Title 1
Knolls Elementary	No	No	No	Yes	N/A	Not Title 1
Lincoln Elementary	No	No	No	Yes	N/A	Year 2
Madera Elementary	No	No	Yes	Yes	N/A	Not Title 1
Mountain View Elementary	No	No	No	Yes	N/A	Not Title 1
Park View Elementary	No	Yes	No	Yes	N/A	Year 5
Santa Susana Elementary	No	No	No	Yes	N/A	Not in PI
Simi Elementary	No	No	No	Yes	N/A	Not Title 1
Sycamore Elementary	No	No	Yes	Yes	N/A	Not Title 1
Township Elementary	No	Yes	No	Yes	N/A	Not Title 1
Vista Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
White Oak Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Wood Ranch Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Middle Schools						
Hillside Middle	No	No	No	Yes	N/A	Not Title 1
Sinaloa Middle	No	No	No	Yes	N/A	Not Title 1
Valley View Middle	No	No	No	Yes	N/A	Not Title 1
High Schools						
Monte Vista	No	No	No	N/A	No	Not Title 1
Royal High	No	No	No	Yes	No	Not Title 1
Santa Susana High	No	No	Yes	Yes	Yes	Not Title 1
Simi Valley High	No	No	No	Yes	No	Not Title 1
ASAM Schools						
Apollo High	No	No	No	Yes	No	Not Title 1

<u>SOMIS UNION</u>	Yes	Yes	Yes	Yes	N/A	Not In PI
Elementary Schools						
Somis Elementary	Yes	Yes	Yes	Yes	N/A	Year 3
High Schools						
Somis Academy	No	No	Yes	Yes	Yes	Not Title 1
<u>VENTURA COUNTY OFFICE OF EDUCA</u>	Yes	Yes	Yes	Yes	Yes	Not In PI
Elementary Schools						
BRIDGES Charter	No	No	No	Yes	N/A	Not Title 1
Meadows Arts and Technology Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
River Oaks Academy	Yes	Yes	Yes	Yes	N/A	Not Title 1
Ventura Charter School of Arts and Globa	No	Yes	No	Yes	N/A	Not Title 1
Small Schools						
Ventura County Special Education	No	Yes	No	Yes	N/A	Not Title 1
ASAM Schools						
Gateway Community	No	No	Yes	N/A	N/A	Year 5
Providence	Yes	Yes	Yes	N/A	Yes	Not Title 1
Vista Real Charter High	No	No	No	Yes	No	Not Title 1
<u>VENTURA UNIFIED</u>	No	No	No	Yes	Yes	Year 3
Elementary Schools						
Blanche Reynolds Elementary	No	No	No	Yes	N/A	Not Title 1
Citrus Glen Elementary	No	No	No	Yes	N/A	Not Title 1
E. P. Foster Elementary	No	No	Yes	Yes	N/A	Year 4
Elmhurst Elementary	No	No	No	Yes	N/A	Not in PI
Homestead (Alternative)	Yes	Yes	Yes	N/A	N/A	Not Title 1
Juanamaria Elementary	No	No	No	Yes	N/A	Not Title 1
Junipero Serra Elementary	No	Yes	No	Yes	N/A	Not Title 1
Lincoln Elementary	No	No	No	Yes	N/A	Not Title 1
Loma Vista Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Montalvo Elementary	No	No	No	Yes	N/A	Year 2
Mound Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Pierpont Elementary	No	No	Yes	Yes	N/A	Not Title 1
Poinsettia Elementary	No	No	No	Yes	N/A	Not Title 1
Portola Elementary	No	Yes	No	Yes	N/A	Not in PI
Saticoy Elementary	No	No	No	Yes	N/A	Year 2
Sheridan Way Elementary	No	No	No	Yes	N/A	Year 4
Sunset Elementary	Yes	Yes	Yes	Yes	N/A	Year 2
Will Rogers Elementary	No	No	No	Yes	N/A	Year 5
Middle Schools						
Anacapa Middle	No	No	No	Yes	N/A	Not Title 1
Balboa Middle	No	No	No	Yes	N/A	Not Title 1
Cabrillo Middle	No	Yes	No	Yes	N/A	Not Title 1
De Anza Academy of Technology and the Ar	No	No	No	Yes	N/A	Year 5
High Schools						

Buena High	No	No	No	Yes	Yes	Not Title 1
El Camino High	Yes	Yes	Yes	Yes	Yes	Not Title 1
Foothill Technology High	Yes	Yes	Yes	Yes	Yes	Not Title 1
Ventura High	No	No	No	Yes	Yes	Not Title 1

ASAM Schools

Buena Vista High	Yes	Yes	Yes	N/A	N/A	Not Title 1
Pacific High	No	Yes	No	N/A	Yes	Year 1
Ventura Islands High	No	No	Yes	N/A	N/A	Not Title 1

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Camarillo Academy of Progressive Education

Address: 777 Aileen St. Camarillo, CA 93010-2959

Principal: Mrs. Doreen Learned, Director of Operations

Phone: (805) 384-1415

Email: doreen.learned@cape.k12.ca.us

Web Site: www.camarillocharter.org

CDS Code: 56725460115105

Oxnard Union High

Superintendent: Penelope DeLeon

Phone: (805) 385-2500

Email: penelope.deleon@ouhsd.k12.ca.us

Web Site: www.ouhsd.k12.ca.us



I DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

%DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

Internet Access

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

II

ABOUT THIS SCHOOL

District Contact Information
Most Recent Year

District Name: Oxnard Union High
Phone Number: (805) 385-2500
Superintendent : Penelope DeLeon
E-mail Address: penelope.deleon@ouhsd.k12.ca.us
Web Site: www.ouhsd.k12.ca.us

School Contact Information
Most Recent Year

School Name: Camarillo Academy of Progressive Education
Street: 777 Aileen St.
City, State, Zip: Camarillo, CA 93010-2959
Phone Number: (805) 384-1415
Principal: Mrs. Doreen Learned, Director of Operations
E-mail Address: doreen.learned@cape.k12.ca.us
Web Site: www.camarillocharter.org
County-District-School (CDS) Code: 56725460115105

School Description and Mission Statement (School Year 2016–17)

The Camarillo Academy of Progressive Education (CAPE) is a K-8 charter school that expands upon the "Open School" philosophy that thrived in Camarillo for over 30 years, first at Bedford Open School and then at Los Senderos Open School.

Focusing on the California Common Core Standards, this 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
- 4) They are empowered to pursue an assignment to its completion

CAPE opened its doors in September 2007 after the Oxnard Union High School District (OUHSD) Board of Trustees voted unanimously in June 2007 to approve CAPE's charter application. The Academy serves approximately 576 students for the 2015-16 school year. Currently, CAPE leases facilities from the Pleasant Valley School District (PVSD), which is the elementary district of residence of most of the school's students.

CAPE serves a region in Ventura County known as the Oxnard Plain, which is one of the world's most important agricultural centers, with distinctions as one of the nation's leading producers of strawberries and lima beans. The area is home to nearly 300,000 residents, two U.S. Navy bases, the Port of Hueneme (which is the busiest commercial port between Los Angeles and San Francisco) and California State University at Channel Islands. CAPE serves a diverse community: agricultural and industrial, rural and suburban.

The CAPE Philosophy is based upon a set of beliefs about children and how they learn. Children have a natural curiosity, a desire to please, and are motivated to learn. Further, these assets may be capitalized upon by careful planning to make education both interesting and successful. Thus, CAPE produces students with a life-long interest in learning, with solid experience in self-direction and goal selection, and with the confidence to succeed. The students learn the value of community membership and are equipped with the requisite skills: intellectual, physical, social, and emotional.

CAPE's School Wide Learning Outcomes

- Every student will achieve academic success.
- Every student will be a conscientious and effective communicator.
- Every student will positively contribute to CAPE and beyond!

THE CAPE SUPER 7

We take pride in everything we do: our work, our appearance, our school, and our community.

We are honest, kind and find ways to resolve problems peacefully.

We think before we act and speak.

We come to school on time, prepared, and ready to participate in our learning with a positive attitude.

We try our hardest and never give up.

We believe in and support each other.

We respect the rights, property, opinions and diversity within our CAPE community.

Major Achievements – Most Recent Year

These achievements supplement the progress made, which have been successful in providing a rigorous, project-based educational program for all students. CAPE strives to provide an education that encourages students to become positive, responsible, contributing citizens who value themselves and others in their choices as they strive to become life-long learners.

2016: California Gold Ribbon School

2012: WASC Accredited

2012: BBB School of Excellence

2012: California Distinguished School

Focus for Improvement – Most Recent Year

Please see the school's yearly LCAP which is available on the school's website www.camarillocharter.org for the specific action plan for improvement.

Homework – Most Recent Year

Homework has an important place in the educational program at CAPE Charter School. Teachers carefully consider the child's needs when planning homework to make home assignments an integral part of your child's educational experience.

Homework that is meaningful in content will be assigned on a regular basis, Monday through Thursday in grades K-5 (special circumstances may warrant homework to be completed over the weekend.), and Monday through Friday for grades 6-8.

The frequency and length of homework assignments will be established by grade level teachers. Parents will be informed of the classroom homework policy in writing at Back-to-School night.

School Schedule – Most Recent Year

2015-2016 Bell Schedule

8:00 First Bell Rings (Students go to the blacktop)
8:10 Second Bell Rings (Students go to their rooms)
8:15 Tardy Bell (All students should be in their seats)

9:30 9:50 1-2 Recess
10:15 10:35 3-5 Recess
10:51 10:57 6-8 Passing Break

11:00 11:40 K-2 Lunch
11:55 12:35 3-5 Lunch
12:40 1:20 Middle School Lunch

1:20 1:35 K-3 Recess

2:00 All Day Kindergarten Dismissed

2:30 School Dismissed

AM Kindergarten 8:15am-11:35pm

PM Kindergarten 11:10 (11:15 is the tardy bell) - 2:30pm

**Student Enrollment by Grade Level
(School Year 2015-16)**

**Student Enrollment by Student Group (School Year
2015-16)**

Grade Level	Number of Students	Student Group	Percent of Total Enrollment
Transitional Kindergarten	0	Black or African American	1.1%
Kindergarten	60	American Indian or Alaska Native	0.2%
Grade 1	60	Asian	7.9%
Grade 2	60	Filipino	2.3%
Grade 3	66	Hispanic or Latino	16.9%
Grade 4	66	Native Hawaiian/Pacific Islander	0.2%
Grade 5	66	White	62.4%
Grade 6	66	Two or More Races	9.1%
Grade 7	62	Socioeconomically Disadvantaged	6.2%
Grade 8	63	English Learners	1.9%
Grade 9	0	Students with Disabilities	9.5%
Grade 10	0	Foster Youth	0%
Grade 11	0		
Grade 12	0		
Total Enrollment	569		

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	23	22		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Leadership – Most Recent Year

CAPE is governed by a corporate board of directors in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

CAPE's current board has five members, which consist of two parents, two teachers and one community member.

Election of Community Representatives and Parents

Community members and parent representatives will be elected by a simple majority vote of all parents and guardians of the current students at CAPE. The community members and parent members of the board cannot be an employee of CAPE or a direct relative of an employee of CAPE (including: spouse, parent, child, grandparent, sibling, aunt, uncle, cousin, niece, nephew). CAPE shall seek community members with expertise in areas critical to the school's success, including, but not limited to, education, school finance, fundraising, facilities, government, business and legal issues.

Election of Teachers

Salaried teachers will be elected to the board by a simple majority vote by all full- and part-time employees of CAPE. No teacher serving as a director or serving as a bargaining unit representative, if applicable, can be elected to the board.

Terms and Elections

Board members shall serve terms of two years each. No board member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take one year off before running for election again.

Board elections will be held in November.

Board members' terms will be staggered as set by board resolution to ensure continuity.

Board's Duties

The board of directors of CAPE will meet regularly, at least once a month, and in accordance with the Brown Act. The board of directors is fully responsible for the operations and fiscal affairs of CAPE including, but not limited to, the following:

- hiring, supervising, evaluating, disciplining and dismissing the directors of CAPE;
- approving all contractual agreements;
- approving and monitoring the implementation of general policies of CAPE, including effective human resource policies for career growth and compensation of staff;
- approving and monitoring CAPE's annual budget and budget revisions;
- acting as a fiscal agent, including the receipt of funds for the operation of CAPE in accordance with charter school laws and the receipt of grants and donations consistent with the mission of CAPE;

contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
establishing operational committees as needed;
regularly measuring progress of both the students' and the staff's performance;
involving parents and the community in school related programs.;
executing all applicable responsibilities provided for in the California Corporations Code;
conducting strategic planning;
approving the school calendar and the schedule of board meetings;
reviewing requests for out-of-state and overnight field trips;
participating in dispute resolution procedures and complaint procedures when necessary;
approving charter amendments as necessary and submitting material revisions as necessary for the district's consideration;
approving the annual fiscal audit and performance report; and
appointing an administrative panel or acting as a hearing body and taking action on recommended student expulsions.
The board may initiate and carry out any program and activity or may otherwise act in any manner as long as it is not in conflict with, inconsistent with, or preempted by any law, and it is not in conflict with the purposes for which the school is established.

CAPE has adopted a Conflicts Code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any conflicts of interest regulations specific to charter schools.

The board may execute any powers delegated to it by law and shall discharge any duty imposed upon it by law and may delegate to an employee of CAPE any of those duties with the exception of budget approvals and revisions, approvals of the fiscal and performance audits, and the adoption of board policies. The board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. Such delegation will:
be in writing; specify the entity designated; describe in specific terms the authority of the board of directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of board members. Newly appointed CAPE's board of directors will attend an in-service for the purposes of training individual board members on their responsibilities, with topics to include at a minimum conflicts of interest, and the Brown Act.

The Director(s). Currently Maryellen Lang is the Director of Education and Doreen Learned is the Director of Operations.

The director(s) will be the leader(s) of CAPE. The director(s) will ensure that the curriculum is implemented in order to maximize students' learning. The director(s) must report directly to CAPE's board of directors, and is(are) responsible for the orderly operation of CAPE and the supervision of all employees of the school.

The director(s) is(are) assigned to perform assigned tasks directed from CAPE's board of directors and is(are) required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

ensuring CAPE enacts its mission;
supervising and evaluating teachers and staff;
communicating with and reporting to CAPE's board of directors;
overseeing CAPE's finances to ensure financial stability;
participating in and developing professional development workshops, as needed;
serving on, or appointing designees to serve on, any committees of CAPE;
interviewing potential classified and certificated applicants
hiring, promotion, discipline and/or dismissal of employees;
ensuring compliance with all applicable state and federal laws and helping to secure local grants;
communicating with parents, recruiting new families and students, and assuring families of academic growth;
taking responsible steps to secure full and regular attendance of the students in accordance with policies established by the board of directors;
completing and submitting required documents as requested or required by the charter and/or CAPE's board of directors and/or the district;
identifying the staffing needs of the school and offering staff development, as needed;
maintaining up-to-date financial records;
ensuring that appropriate evaluation techniques are used for both students and staff;
establishing and maintaining a system to handle organizational tasks, such as students' records, teachers' records, teachers' credentialing information, contemporaneous attendance logs, purchasing records, budgets and timetables;

hiring qualified substitute teachers, as needed;
 ensuring the security of the school building;
 promoting and publishing CAPE’s mission and philosophy in the community, promoting positive public relations and interacting effectively with news media;
 encouraging and supporting teachers in their on-going professional development;
 attending the district’s administrative meetings, as requested by the district, and stay in direct contact with the district regarding changes, progress, etc.;
 attending meetings with the district’s chief financial officer on fiscal oversight issues at least once monthly or as otherwise agreed upon with the district;
 providing all necessary financial reports, as required for proper average daily attendance reporting;
 developing CAPE’s annual performance report and School Accountability Report Card;
 presenting a fiscal audit to CAPE’s board of directors and, after review by the board, presenting the audit to the district’s board of education and the county superintendent of schools, the state controller and the California Department of Education, in accordance with legal timelines;
 managing student discipline and, as necessary, participate in the suspension and expulsion process; and
 Participating in special education meetings, as necessary.
 The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the board of directors to a business administrator of CAPE, another employee, or to an appropriate third-party provider.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	96.47%	3.53%
High-Poverty Schools in District	95.81%	4.19%
Low-Poverty Schools in District	99.80%	.20%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Nat Geo/Readers/Collections	Yes	0%
Mathematics	Everyday Math/Big Ideas Math	Yes	0%
Science	Delta Foss Science/HOLT	Yes	0%
History-Social Science	Scott Foresman/ McDougal Littell	Yes	0%
Foreign Language	Middle School Spanish	Yes	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

GATE – Most Recent Year

Plans For Students Who Are Academically Low Or High Achieving

Students who 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. CAPE does not test for "GATE" or participate in a separate or pull out "GATE" program.

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 higher 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 higher 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 higher achieving student already knows or has experienced. The hands-on experience for this pupil takes this background and builds around 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 higher achieving student and his or her teacher allow the child to complete extra projects, reports and study independently outside the classroom.

Special Education – Most Recent Year

CAPE shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA).

CAPE shall be categorized as a "public school" within the district in conformity with section 47641(b) of the California Education Code. CAPE shall comply with a memorandum of understanding (MOU) between the district and CAPE related to the delineation of duties between the district and CAPE.

CAPE shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area (SELPA) policies and procedures, and shall utilize appropriate SELPA forms.

CAPE shall be solely responsible for its compliance with Section 504 and with the ADA. The facilities to be utilized by CAPE shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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 benefits 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, including, but not limited to, learning, is eligible for accommodation by the school.

For each student who is identified as possibly having a disability, a Student Study Team (SST) will be assembled by the director(s) and shall include the parent/guardian, the student (as appropriate) and other qualified persons who are

knowledgeable about the student, the meaning of the evaluation data, placement options and accommodations. The SST will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the SST who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The SST may also consider the following information in its evaluation:

- 1) Tests and other evaluation materials that have been validated for the specific purpose for which they are used and administered by trained personnel
- 2) Tests and other evaluation materials tailored to assess specific areas of educational need and not merely those are designed to provide a single general intelligent quotient
- 3) Tests are selected and administered to ensure that the results accurately reflect the student's aptitude achievement level, or whatever factor the test purports to measure, rather than student's impaired sensory, manual or speaking skills.

If during the evaluation, the SST obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the SST.

If the student is found by the SST to have a disability under Section 504, the SST shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing a 504 Plan for the student, the SST shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff. The plan shall describe the disability and any program accommodations, modifications or services that may be necessary.

All SST participants in a particular SST, including parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of the 504 Plan for that child. The director(s) will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she will review the 504 Plans with long-term substitutes. A copy of each 504 Plan shall be maintained in the respective student's file. Each student's 504 Plan will be reviewed at least once per year to determine its appropriateness, needed modifications, and continued eligibility.

Services for Students under the Individuals with Disabilities in Education Improvement Act

CAPE intends to provide special education instruction and related services in accordance with the IDEA, the California Education Code, and applicable policies and practices of SELPA. CAPE shall remain, by default, a public school of the district for purposes of special education pursuant to section 47641(b) of the California Education Code. However, CAPE reserves the right to make written verifiable assurances that it shall become an independent local educational agency and join a SELPA pursuant to section 47641(b) of the California Education Code, either on its own or with a group of other charter schools that are local educational agencies as a consortium.

As a public school of the district, solely for purposes of providing special education and related services under the IDEA pursuant to section 47641(b) of the California Education Code and in accordance with section 47646 of the California Education Code and 20 USC 1413 of the IDEA, CAPE seeks services from the district for special education students enrolled in CAPE in the same manner as is provided to students in other schools in the district. CAPE will follow the district's and SELPA's policies and procedures, and shall utilize SELPA's forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. CAPE will comply with district protocol as to the delineation of duties between the district's central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between CAPE and the district to review special education policies, procedures, protocols and forms of the district and SELPA will ensure that CAPE and the district have an ongoing mutual understanding of district protocol and will facilitate ongoing compliance.

As long as CAPE functions as a public school of the district solely for purposes of providing special education and related services under the IDEA pursuant to section 47641(b) of the California Education Code, CAPE will anticipate that a MOU will be developed between the district and CAPE that spells out in detail the responsibilities for the provision of special education services and the manner in which special education funding will flow to the students of CAPE. CAPE envisions an ideal

relationship for special education to follow the language and intent of section 47646 of the California Education Code and 20 USC 1413 of the IDEA as follows:

The district retains the special education funds for the students of CAPE;
The district provides services to the students of CAPE in the same manner as other students of the district; and
CAPE pays the district a pro-rata share of the overall district encroachment for special education.

English Learners – Most Recent Year

Plan For English Learners

Overview

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

CAPE shall meet all applicable legal requirements for EL students 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 will implement policies to ensure the proper placement and evaluation of EL students and proper communication regarding the rights of EL students and their parents.

Home Language Survey

CAPE will administer the home language survey upon a student's initial enrollment, which is included on the enrollment forms.

California English Language Development Test

Students who indicate that their home language is not English will be given the California English Language Development Test (CELDT) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent-English-proficient.

CAPE will notify all parents of its responsibility to administer the CELDT and will give the results of each student's CELDT to his or her parents/guardians within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind (NCLB) Act for annual testing in English proficiency.

Reclassification Procedures

In determining whether to classify a pupil as proficient in English, reclassification procedures utilize multiple criteria that include, but are not limited to, all of the following:

- 1) assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- 2) participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil in evaluating the pupil's mastery of the curriculum;
- 3) opinion and consultation of the language reclassification and placement process and opportunity to participate and encourage in the reclassification procedure
- 4) comparison of the pupil's performance in basic skills against an empirically established range of performance basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

5) test to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar.

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:

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 bases 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 percent 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 percent 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.

School Facility Conditions and Planned Improvements

CAPE provides a safe, clean environment for students, staff, faculty and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Deep cleaning is done at least three times per year.

Safety concerns are addressed immediately and a top priority at CAPE. Our maintenance staff is very proactive and conducts inspections on a continual basis. Emergency repairs are given the highest priority. CAPE works with Pleasant Valley School District, the district who owns the property CAPE leases, for deferred maintenance issues. Deferred maintenance typically includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

Pleasant Valley's completed deferred maintenance plan is available at their district office.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2017

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

Library – Most Recent Year

CAPE does not have a school-wide library. Each classroom is outfitted with their own classroom library and lending system. CAPE has the Accelerated Reader (AR) program for students in grades K-8. Each teacher is given a budget of \$300 per school year to purchase new books for their classroom libraries.

Computers – Most Recent Year

CAPE has 1:1 IPADS for students in grades K-8. The middle school has a mobile computer netbook lab with 33 netbooks. Every classroom has a teacher computer, a teacher laptop, a teacher IPAD, 1 IPAD for each student, a projector, a Hoovercam (document camera) and a SMART board.

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	73%	78%	43%	54%	44%	48%
Mathematics (grades 3-8 and 11)	69%	76%	23%	28%	34%	36%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.48%	61.54%
Male	36	35	97.22%	54.29%
Female	30	30	100.00%	70.00%
Black or African American				
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	14	14	100.00%	57.14%
Native Hawaiian or Pacific Islander				
White	39	38	97.44%	60.53%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	–	–	–	–
English Learners	–	–	–	–
Students with Disabilities	12	12	100.00%	50.00%
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	66	100.00%	74.24%
Male	36	36	100.00%	66.67%
Female	30	30	100.00%	83.33%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00%	58.33%
Native Hawaiian or Pacific Islander				
White	46	46	100.00%	76.09%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	66	100.00%	89.39%
Male	34	34	100.00%	88.24%
Female	32	32	100.00%	90.63%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.00%	76.92%
Native Hawaiian or Pacific Islander				
White	38	38	100.00%	89.47%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.48%	78.46%
Male	32	31	96.88%	70.97%
Female	34	34	100.00%	85.29%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	14	14	100.00%	85.71%
Native Hawaiian or Pacific Islander				
White	43	42	97.67%	71.43%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.00%	79.37%
Male	32	32	100.00%	71.88%
Female	31	31	100.00%	87.10%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	–	–	–	–
Native Hawaiian or Pacific Islander				
White	44	44	100.00%	75.00%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	–	–	–	–
English Learners				
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	61	96.83%	83.61%
Male	39	38	97.44%	86.84%
Female	24	23	95.83%	78.26%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	41	39	95.12%	87.18%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.48%	75.38%
Male	36	35	97.22%	74.29%
Female	30	30	100.00%	76.67%
Black or African American				
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	14	14	100.00%	78.57%
Native Hawaiian or Pacific Islander				
White	39	38	97.44%	73.68%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	–	–	–	–
English Learners	–	–	–	–
Students with Disabilities	12	12	100.00%	50.00%
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	66	100.00%	83.33%
Male	36	36	100.00%	83.33%
Female	30	30	100.00%	83.33%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00%	41.67%
Native Hawaiian or Pacific Islander				
White	46	46	100.00%	93.48%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	66	100.00%	71.21%
Male	34	34	100.00%	61.76%
Female	32	32	100.00%	81.25%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.00%	46.15%
Native Hawaiian or Pacific Islander				
White	38	38	100.00%	76.32%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	65	98.48%	72.31%
Male	32	31	96.88%	70.97%
Female	34	34	100.00%	73.53%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	14	14	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	43	42	97.67%	76.19%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.00%	73.02%
Male	32	32	100.00%	75.00%
Female	31	31	100.00%	70.97%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	44	100.00%	75.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	61	96.83%	83.61%
Male	39	38	97.44%	86.84%
Female	24	23	95.83%	78.26%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander				
White	41	39	95.12%	84.62%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners				
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91%	89%	90%	53%	47%	46%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	129	127	98.45%	89.76%
Male	73	72	98.63%	93.06%
Female	56	55	98.21%	85.45%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	23	23	100.00%	73.91%
Native Hawaiian or Pacific Islander				
White	79	77	97.47%	92.21%
Two or More Races	12	12	100.00%	91.67%
Socioeconomically Disadvantaged	12	12	100.00%	83.33%
English Learners				
Students with Disabilities	15	14	93.33%	78.57%
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

Other Measures of Student Achievement – Most Recent Year

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.

In order to best serve our students and community, CAPE will continue to examine and refine its list of school wide outcomes. Over the past charter term, CAPE has achieved the following pupil outcomes: Please review Appendix K, N, O for outcomes achieved by CAPE.

CAPE will implement a cyclical feedback process to ensure that measurable outcomes of pupils are used to inform and guide instruction. Teachers will be trained to work with California's state standards and the chosen curricular program(s) to determine pupil outcomes and align assessments to those outcomes. The teachers and director(s) will also develop plans for each grade level that identify when each standard will be assessed during the course of the year.

The school will use Renaissance Learning Benchmark assessments (4 times per year) to compile and disaggregate assessment data by students' subgroups, and create a variety of instructive data reports. These reports will be used by teachers and other staff to collectively analyze student performance. CAPE will conduct a multi-year study of student performance by sub-groups and grade level. Each year of the study, the school's staff and its governing board will examine the findings and plan to make appropriate adjustments to ensure the success of all students in the school.

During teacher's collaborative meetings, teachers will use data from student conferences and other data analyses to identify students' academic strengths and weaknesses, and use that information to guide their instructional design. Teachers will be responsible for submitting the notes from these meetings to the director(s), who will use this process to constantly monitor the use of data to drive instruction. The data analysis process will also help the school staff to determine which students are in need of intervention or enrichment.

Student progress shall be measured through varied and diverse methods that include traditional forms, such as grades, unit tests and standardized tests, as well as on-going "authentic assessment" methods, such as demonstrations, performances and exhibitions.

Students will also be measured in non-curricular areas, such as class attendance and discipline, to ensure that they are meeting their social responsibilities. CAPE believes that students develop important life skills when they are held accountable for both performance and conduct.

CAPE will centrally manage scores from assessments and other meaningful quantifiable data so that students' progress within particular subjects and across all subjects and areas of interest can be monitored.

CAPE will provide the students and teachers with this progress data so that the school staff, students and parents can track individual student performance throughout the student's career at CAPE. Teachers and students shall be able to critically analyze student data, identify strengths and opportunity areas, and define goals for the students. Goals will be jointly set by teachers and students, and student progress will be tracked and discussed with both students and parents on a regular basis. Parent participation will be essential in setting up individual educational contracts when needed and managing the students as they successfully progress through their goals and objectives. This information will be used to identify areas of improvement for students, teachers and programs within CAPE's progressive educational program.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	.00%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.20%	24.20%	54.50%
7	12.70%	14.30%	65.10%
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2016–17)

CAPE charter school was founded by a committed group of parents, administration and teachers. Parents play a vital role at CAPE. All parents are voting members of the CAPE 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.

Parent/Guardian Involvement

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

Each family will be encouraged to contribute a minimum of 40 hours of volunteer work per academic year to CAPE. The director(s) shall maintain a comprehensive list of volunteer opportunities, including, but not limited to, the following: volunteering in the classroom/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 will be 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.

STATE PRIORITY: PUPIL ENGAGEMENT

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate							11.40%	11.50%	10.70%
Graduation Rate							80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.17	0.00		4.68	5.18	5.84	4.36	3.80	3.65
Expulsions	0.00	0.00		0.30	0.41	0.49	0.10	0.09	0.09

Discipline – Most Recent Year

The procedures by which pupils can be suspended or expelled. – California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director(s)'s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force of violence upon the person of another, except self-defense.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who

exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director(s) or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director(s) or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force of violence upon the person of another, except self-defense.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director(s) or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director(s) or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director(s) or the Director(s)'s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director(s) or designee.

The conference may be omitted if the Director(s) or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and

the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director(s) or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director(s) or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director(s) or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian,

or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or

attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Director(s) or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director(s) or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director(s) or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director(s) or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director(s) or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

School Safety Plan – Most Recent Year

CAPE takes the safety of students and staff very seriously. CAPE's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills, earthquake drills, and lock down drills are conducted on a regular basis throughout the school year. Storage bins on campus contain food, water, medical and other supplies for use during a disaster.

CAPE is a closed campus. During school hours, parents, visitors and students must enter and exit through the office. All visitors are required to sign-in at the office using our Keep-n-Track computer system. Visitors must wear identification, given to them by the office staff, while on campus. Parents who volunteer on a regular basis are issued a picture ID to be worn while on campus. The school is also wired with silent alarms throughout the campus that are directly linked to the Camarillo police station.

A Comprehensive School Safety Plan was developed by the school staff to provide students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: mandatory child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departures from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school administration team, teachers and staff evaluate the plan annually and update the plan as needed.

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3			20	3			20	3		
1	20	3			20	3			20	3		
2	20	3			20	3			20	3		
3	22		3		22		3		22		3	
4	33			2	33			2	33			2
5	33			2	33			2	33			2
6	33			2	33			2	33			2
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32		2	2	42		2	1	31		4	
Mathematics	32		2	2	32		3	1	31		4	
Science	32		2	2	32		3	1	31		4	
Social Science	32		2	2	32		3	1	31		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non - teaching)	.5	N/A
Other	2	N/A

NOTE: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Specialized Program/Staff – Most Recent Year

CAPE contracts our Special Education program with a company S.E.A.T.S.

Special Education Assistance and Technical Support, Inc. (SEATS), a state-certified nonpublic agency, was founded in 2003 by Jill and Michael Brogan. Jill and Michael have considerable experience in special education throughout the state; each has accumulated over thirty five years of public school experience, most of that spent serving students with special needs. Most recently, Michael served as South San Diego County SELPA Director for 12 years. Jill has been a special education teacher, site administrator and special education administrator for charter school programs. They have surrounded themselves with seasoned special education staff and administrators to facilitate the special education programs for many charter schools within California, ensuring quality special education support to children with specialized needs.cal, nursing and imaging facilities.

Our company was started by our founders Michael and Jill Brogan, with a very small investment and few people. Our rapid growth and success is due to our sincere commitment, dedication, hard work that ensures that we fully satisfy our Charter school clients with our high quality individualized services. We have a qualified team to coordinate and support each Charter school's individualized needs. What makes us different is our organizational commitment is to maintain a "hands on" approach with open communication and on-going partnership with our Charter schools. As an organization we strive to maintain our quality of service and grow to meet the needs of California's charter schools.

Our administrators have extensive experience in the area of Special Education, and have participated in the following administrative assignments:

- San Diego County Office of Education SELPA Director
- Director of Student Services
- Director of Special Education
- School Principal
- Coordinator of Student services
- Program Specialist Special Education
- Educational Specialist
- California Department of Education Compliance Consultant

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6244.25	\$75.90	\$6168.35	\$64696.40
District	N/A	N/A		\$78948
Percent Difference – School Site and District	N/A	N/A		-18.05%
State	N/A	N/A	\$5677	\$77824
Percent Difference – School Site and State	N/A	N/A	8.66%	-16.87%

NOTE: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Updated Technology: Apple TVs, IPADS (1:1 ratio), Projectors, Document Cameras, netbooks, teacher laptops, classroom desktop computers, IPAD keyboards

Web based intervention programs: Zingy Science, Accelerated Readers, IXL mathematics and language arts, Civic Mirror, Rand McNally Maps, Active Classroom, Strata Logica

Staff Development: technology, student intervention, common core and other academic areas.

Support Staff: part time counselor, coaches for sports teams, musical theater director, musical tech director, music teacher, band teacher, student support provider (EL and ELA tutor), campus supervisors

Emotional Support: Second Step Community Building Program and Morning Meeting

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46978	\$46184
Mid-Range Teacher Salary	\$84327	\$75179
Highest Teacher Salary	\$91322	\$96169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124243
Average Principal Salary (High)	\$135387	\$137939
Superintendent Salary	\$203392	\$217637
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	4%	5%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

NOTE: Cells with N/A values do not require data.

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teachers and staff members have 6 full days of staff development; four before the start of school and two after the end of the school year. During the school year, teachers and staff members have 2 half days; one in the fall and one in the spring for school wide staff development. Teachers are also given opportunities throughout the school year to attend trainings and seminars that foster the educational programs here at CAPE.

Recent Trainings and Staff Developments:

Storyline

California Kindergarten Conference (2 day workshop)

Handwriting Without Tears

Keyboarding Without Tears

CAFE

Daily 5

National Science Symposium

ELA Training in conjunction with VCOE

SMART Board Training

California Charter School Association Conference (4 days)

National Charter Association Conference (4 days)

Everyday Math Conference (3 days)

California Mathematics Conference (2 days)

CSTA (California Science Teachers Association) Conference (2 days)

PBL - Comprehension and Collaboration

Special Education - Social Skills for Speech and Language Therapists

Storyline-Emphasis on Historical Storylines

IPADS for Educators

Evaluation/Improving Teachers – Most Recent Year

All certificated staff (including administration) shall be responsible for maintaining Professional Standards at all times.

As the co-directors observe in classrooms or work settings, they have the responsibility to identify any concerns related to the Professional Standards. The co-directors will do "Snap Shot" observations on a regular basis and provide teachers with feedback.

Self-Assessment and Goal Setting. Each year, all certificated employees shall conduct a Self-Assessment. The Self-Assessment shall be in each domain and sub domain of the Continuum of Teacher Abilities. Using this Continuum, each teacher shall establish goals and objectives focusing on their own performance for the year.

It is the responsibility of administrators to provide support to teachers with respect to their goals and objectives.

It is understood and agreed by the parties that their 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 CAPE 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 teachers.

Evaluation of Teachers

Teachers who have worked for CAPE for three or less years shall be evaluated by the directors in writing once every year, no later than six (6) weeks before the end of the school year.

All other teachers shall be evaluated by the co-directors in writing once every two years, no later than six (6) weeks before the end of the school year. However, every teacher may receive yearly observations per discretion of the administrative team. Such yearly observations may be used as data by the evaluator/evaluatee in formulating the summary evaluation.

If sufficient evidence exists during any given year that a teacher is in need of a yearly evaluation, said teacher shall 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

- a. 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 (5) working days, by a written report.
- b. The evaluatee or evaluator may request a conference to review the written observation report.
- c. Normally, three recorded observations shall take place, spaced throughout the school year, prior to any comments or judgments being included in the final evaluation.

Substitute Teachers – Most Recent Year

The majority of substitute teachers hired to fill in for salaried teachers of CAPE are: parents of CAPE students, former CAPE students, or retired CAPE employees. CAPE has a unique philosophy and way to teach children. We strive to find substitutes that understand and believe in the CAPE philosophy. All substitute teachers are California Credentialed (30-day, probationary or clear). Any substitute placed in a classroom for more than 30 days will hold a valid clear California Credential.

**2017-2018 CAPE Charter School
Curriculum Map**

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Math	Everyday Math, Marcy Cook	Everyday Math, IXL	Everyday Math, IXL, Primary Challenge Math	Everyday Math, IXL, Primary Challenge Math	Everyday Math, IXL, Prodigy math	*Everyday Math Version 4	Big Ideas Math Course 1	Big Ideas Math Course 2 : Houghton Mifflin Harcourt	Big Ideas Math Course 3 : Houghton Mifflin Harcourt Integrated Math 1 : Houghton Mifflin Harcourt
Reading	Lucy Calkin's Readers Workshop, Zoo-phonics, Guided Reading Books	Lucy Calkin's Readers Workshop, Zoo-phonics, Guided Reading Books	Lucy Caulkin's Reader's Workshop	Lucy Caulkin's Reader's Workshop	Lucy Caulkin's Reader's Workshop, Core Lit Novels, Time for Kids	Lucy Calkins Readers' Workshop	"Collections" by Houghton Mifflin Harcourt	"Collections" by Houghton Mifflin Harcourt	"Collections" by Houghton Mifflin Harcourt
Novels-Read Alouds	Readers and Writers Workshop Mentor texts; various other texts including Houghton Mifflin Big Books	Mercy Watson - all 6, My Father's Dragon Trilogy, Nest for Celeste, Humphrey Series	Billy Miller, Sasquatch Escape, The One and Only Ivan, Crenshaw, Charlotte's Web, Pippi Longstocking, Edward Tulane	Matilda, Lemonade War, Lemonade Crime, Tales of a Fourth Grade Nothing, Super Fudge, Badger Claws, Indian In the Cupboard, Charlie and the Chocolate Factory	Frindle, Because of Winn Dixie, Holes, Island of the Blue Dolphin, Wonder, By the Great Horn Spoon, The Candy Smash, Gregor the Overlander	The Sign of the Beaver by Elizabeth George Speare, Bridge to Terabithia by Katherine Paterson, The Phantom Tollbooth by Norton Juster, Sideways Stories from Wayside School by Luis Sachar, and The Name of This Book is Secret by Pseudonymous Bosch	"The Egypt Game", "Tuck Everlasting", "The Lightning Thief"	Art of Survival (Holocaust), Chicken Soup for the Soul series, The Giver, Catherine Called Birdy, The Whipping Boy, A Connecticut Yankee in King Arthur's Court, The Color of My Words, A Wrinkle in Time, A Single Shard	Edgar Allan Poe-5 tales, Sabriel, The Hobbit, The Diary of Anne Frank, In My Father's House, March Toward Thunder, Iron Thunder, Soldier's Heart, The Glory Field, Bull Run, Nothing But the Truth, Narrative of the Life of Frederick Douglass, Farewell to Manzanar
Writing program	Lucy Calkin's Unit of Study: Writers Workshop; Handwriting Without Tears	Lucy Caulkin's Writers' Workshop, NewHall	Lucy Caulkin's Writers' Workshop, Step up to Writing	Lucy Calkins	Lucy Calkins	Lucy Calkins Writers' Workshop	Lucy Calkins, Houghton Mifflin, Newhall Writing program	Lucy Calkins Units of Study, Aimee Buckner Writer's Notebook	Lucy Calkins Units of Study, Aimee Buckner Writer's Notebook

**2017-2018 CAPE Charter School
Curriculum Map**

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Writing Prompts	Narrative, Informative, Opinion	Narrative(Story about School), Informative (Getting Ready for School) Opinion (Favorite School subject)	Narrative, Opinion (Writing About Reading), Poetry, Report	Narrative, Opinion, Informative,	Narrative, Opinion, Informative, Response to Literature	Narrative, Research Report, Argumentative, Memoir	1. Personal Narrative, "Write about a day that made you proud" 2. Literary Analysis, "Compare and contrast the two pieces of writing focusing on the theme and character analysis" 3. Persuasive Essay, "Should school uniforms be required?"	Fictional Narrative, Argument, Informative, Summary	Fictional Narrative, Argument, Research Paper, Response to Literature, Argument for different sides of history and Informative/Explanatory for related history research topics
Phonics	Zoo-phonics; Sing, Spell, Read and Write	Zoo phonics, Sing, Spell, Read, and Write & Words Their Way	Sing, Spell, Read, and Write & Words Their Way, Judy Bower	Words Their Way	National Geographic, Words Their Way	Mini Lessons in Readers' and Writers' Workshop			
Vocabulary			Wordly Wise, Reader's Workshop: Becoming Experts, Keywords	Wordly Wise	Wordly Wise	Wordly Wise	Houghton Mifflin, IXL	Embedded within novels	Embedded within novels
Spelling	Zoo-phonics, 38 High Frequency/Sight Words	Zoo phonics and Words Their Way	Words Their Way, Spelling City	Words Their Way, Spelling City	Words Their Way, Spelling City	Words Their Way	Houghton Mifflin, IXL	Embedded within daily writing, peer editing and final published pieces	Embedded within daily writing, peer editing and final published pieces
Grammar	Readers and Writers Workshop	National Geographic and Sentence School from Handwriting without Tears	Daily Language Review, Rainbow Writing, IXL, Writers' Workshop	Daily Language Review, Rainbow Writing, IXL, Writers' Workshop	Daily Language Review, 4th Grade Spiral LA Review, National Geographic	Mini Lessons in Readers' and Writers' Workshop	Houghton Mifflin, IXL	Mini-lessons embedded during writing workshop	Mini-lessons embedded during writing workshop

**2017-2018 CAPE Charter School
Curriculum Map**

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Science Units	FOSS: Trees and Weather, Mass and Motion, Animals 2 by 2 (Butterflies)	Foss: Air and Weather, Plants and Animals, Sound and Light	Foss: Pebbles, Sand, and Silt & Solids and Liquids & Insects and Plants	Foss: Matter and Energy (Motion), Weather and Climate	FOSS- Environments, Energy, and Rocks, Soil, and Landforms	Foss: Earth and Sun, Mixtures and solutions, Living Systems	EEl: Playing the Same Role, The Dynamic Nature of Rivers, Energy and Material Resources; FOSS- Planetary Sciences; Holt Science and Technology	FOSS Kits: Diversity of Life, Populations & Ecosystems; Holt Science & Technology Life Science textbook; EEI- Shaping Natural Systems Through Evolution, Heredity and Adaptation, Human Systems	FOSS Kits: Force & Motion, Chemical Interactions, Electronics, Electromagnetic Force and Waves/Eave Technology; Holt Science & Technology Physical Science textbook

**2017-2018 CAPE Charter School
Curriculum Map**

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Social Studies Units (text used)	Scott Foresman, Bakery, Communities, Scholastic "Let's Find Out" Magazines	Scott Foresman: A Child's Place in Time and Space, Weekly Readers by Scholastic	Scott Foresman: Then and Now, We Come From Everywhere Play, Scholastic News, Teaching Tolerance, Biography		Reference only: Scott Foresman: Our California	History Alive!: America's Past (Teachers' Curriculum Institute)	"World History" by McDougal Littell	Active Classroom (Online Management system with Resources) – Examples: Interact, Common Care Readings and Assessment, History Unfolding Art Analysis, etc. StrataLogica – Online atlas "World History Atlas" and application on iPad EEI – Broken Jade and Tarnished Gold: Central and South America, Sun Gods and Jaguar Kings: S. America, Managing Nature's Bounty: Feudalism in Europe, Arabic Trade Networks: Silk Road, Genius Across Centuries:	Active Classroom (Online Management system with Resources) – Examples: Interact, Common Care Readings and Assessment, History Unfolding Art Analysis, etc. StrataLogica – Online atlas "Atlas of American History" and application on iPad EEI – Land, Politics and Expansions in the Early Republic America Grows Struggles with Water

**2017-2018 CAPE Charter School
Curriculum Map**

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Storyline Units	Bono (school rules), Bakery, Farm	Pet Shop, A Town Long Ago	Animal Habitats: Zoo/ Reserve	CA Regions: Amusement Park	Native American Life in California, Goldrush	Colonial America and the Causes of the American Revolution	Egyptian Storyline	CDC Solve The Outbreak/antibiotic resistance simulation, Manorialism/ Christendom (Middle Ages/Medieval Times)	Roller Coaster Construction Co., Revolutionary Boston OR Civil War
PBL Units	Pumpkin Inquiry, Community Inquiry, Transportation, Animals 2X2	Citizenship, Sound and Light	Earth Science: Geology	Chumash	Regions of California, CA Missions	Severe Weather, Human Body Systems*	Africa, Ocean Museum	Cell Model project, Genetics unit, Human Anatomy research project, Development of Civilizations and Geography	Element Comic Life project, Science Fair Investigation, History is An Argument (Manifest Destiny/Westward Expansion)
Social Emotional/Character Building	Second Step, Social-Emotional Learning Program, Bully Prevention Unit, Morning Meetings, Responsive Classrooms	Second Step, Social-Emotional Learning Program, Bully Prevention Unit, Morning Meetings, Responsive Classroom	Second Step, Social-Emotional Learning Program, Bully Prevention Unit, Morning Meetings, Responsive Classrooms	Second Step, Social-Emotional Learning Program, Bully Prevention Unit, Morning Meetings, Responsive Classrooms	Second Step, Social-Emotional Learning Program, Bully Prevention Unit, Morning Meetings, Responsive Classrooms	Second Step, Social-Emotional Learning Program, Bully Prevention Unit, Morning Meetings, Responsive Classrooms	Second Step, Advisory, Wacky Wednesday, Responsive Classrooms	Second Step, Advisory, Wacky Wednesday, Responsive Classrooms	Second Step, Advisory, Wacky Wednesdays, Responsive Classrooms

**2017-2018 CAPE Charter School
Curriculum Map**

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Technology Use	SmartBoard Interactive Programs, BrainPopJr, Scholastic Magazine App, StarFall App, IXL, EverydayMath Games, Listening Centers, Calculators	SMART Boards- Ipads and Apps- Comic Life, IXL, Brain Pop Jr., Touch and Write, Sushi Monster, Spelling City, Word Mover, Keyboarding Without Tears, Stack the States, Monster Squeeze, Top-it	IXL, Spelling City, Wordly Wise, STAR 360, Comic Life, Keyboarding with out Tears, Brain Pop Jr.	IXL, Spelling City, Wordly Wise, STAR 360, Comic Life, Keyboarding with out Tears, Brain Pop Jr.	KWT, Google Classroom, Time For Kids, iMovie, Lego Movie Maker, ComicLife, Spelling City, GoNoodle, Brainpop, Accelerated Reader, Jupiter/Juno, Zingy, Star360, IXL, Prodigy, Google Docs, Sheets, Forms	ConnectEd, Fossweb.com, Keyboarding without Tears, Shadow Puppet, IXL math	IXL math, research, video links for labs, ipads, webquests, powerpoints, comic life	STEMscopes, Science World digital subscription, iPads, Active Classroom: Online Content Delivery and Management System, Jupiter Grades and Juno Documents (submitting documents via Jupiter management system and/or taking online assessments) StrataLogica Atlas, Google Classroom, Padlet, Todays	STEMscopes, Science World digital subscription, iPads, Active Classroom: Online Content Delivery and Management System, Jupiter Grades and Juno Documents (submitting documents via Jupiter management system and/or taking online assessments) StrataLogica Atlas, Google Classroom, Padlet, Todays Meet
Intervention Plans in place	Small guided groups in class, after school intervention	Small Group and One on One Instruction, After School Small Groups, Differentiation, Reading Support Provider	Small Group and One on One Instruction, After School Small Groups, Differentiation, Reading Support Provider	Small Group and One on One Instruction, After School Small Groups, Differentiation, Reading Support Provider	small groups when able, individual reading goals, after school math club select students, leveled reading groups, Reading intervention students to Mrs. Hays, leveled spelling groups, challenge opportunities in all subjects	small group after-school, math, individual IXL math practice	math club afterschool, office hours during lunch	lunchtime office hours	lunchtime office hours

Pearson Connexus™ - online and blended learning solutions

A Full Range of Digital Learning Solutions for Your School

Everything you need. Exactly how you need it. Flexible. Adaptable. Customizable. Pearson Connexus helps you build a solution around your students. Start by selecting online courses that give them choices and opportunities. Then you decide what, if any, additional services can help you achieve your vision and transform learning in your school/district.

Many districts are trying to decide which online or blended learning model will best meet their students' particular needs. Others have taken the first steps and are exploring how to expand digital learning to further improve learning outcomes. Some districts have been inspired by the potential of digital tools to transform education and are planning to ramp up personalized learning at scale. And still others are building on their early success by engaging stakeholders — the community, parents, teachers, etc. — to more effectively use technology to ensure the most positive results for students.

No matter your starting point, we will help you transform learning into a personalized experience that engages students and improves learning outcomes.

Connexus enables you through online and blended learning solutions featuring:

- Curriculum uniquely combined for students in all grades (K-12 solution) and provided on one platform
- Curriculum aligned with California State Standards and “a-g” approved
- A course catalog containing numerous courses that meet National Collegiate Athletics Association (NCAA) Eligibility Center requirements
- More than 700 proven, standards-aligned K–12 online courses, at a variety of course levels including Core courses, Foundation courses, Advanced courses, Credit Recovery courses, and Elective courses
- Course customization option allowing teachers to add or alter content

Pearson Connexus – where the student is at the center of learning.



- Proprietary Education Management System (EMS) with single sign on capability, which delivers the curriculum and also stores, manages, analyzes, and reports all student data, as well as facilitates communication among students, teachers, families, and other stakeholders within one comprehensive system
- Simple-to-read data dashboards for quick access to student performance information
- Embedded assessments to personalize a path to success for every student, allowing teachers to easily assign supplementary or enrichment assignments, change pacing or sequencing of lessons, conduct LiveLesson® tutorial sessions, and otherwise personalize the program
- An instant-messaging chat feature which allows students and teachers to communicate quickly in real-time so they are able to see each other's online status
- A simple-to-use, online note-taking feature for students to use during class and study time
- A clipboard feature allowing teachers to group students, see custom dashboards, and assign projects to specific students or groups allowing teachers to run classrooms more efficiently and effectively
- An easy-to-access report of how many licenses are being used (or have been used) in your account to provide customers more insight into how many licenses are available throughout the school year
- Program Management with a dedicated project manager to ensure a successful implementation
- More than 15 years' experience in providing full-time online education

In addition, Connections is accredited by AdvancED (nationally recognized K through 12 accreditation organization).

Pearson Connexus is the most innovative, flexible digital-learning platform available to school districts. It empowers teachers to monitor student progress, spot struggling students, and differentiate instruction to provide a personalized learning experience for every student. Our advanced technology provides access to the curriculum, tracks academic performance, and facilitates communication while students learn and prepare for college and/or career. District administrators are able to manage their district program with an easy-to-use enrollment process, performance dashboards, and reporting capabilities. In all, Pearson Connexus enables educators to focus on what matters most, meeting the needs of every learner.

Courses & Curriculum – Expanding choices and opportunities

Pearson Connexus has the widest range of content to reach every K-12 learner. From intervention to AP, from foundational to Gifted & Talented. And every learner in between. Students' needs are expanding. Available resources are not. Education leaders across the country are seeking innovative ways to meet those needs while stretching limited resources. More and more they are turning to online courses. Pearson offers hundreds of proven, standards-aligned courses that can help you expand your course options without breaking your school's budget.

Hundreds of Standards-Aligned Courses Available With or Without Teachers

Pearson Connexus offers hundreds of proven, standards-aligned K-12 courses at a variety of course levels. We provide multiple instructional pathways such as Prescriptive, Flex, and Sequential in addition to a range of instructional settings including summer school, flipped learning, online and blended, project-based, and more. Pearson Connexus meets the needs of every learner right where they are.

Course offering /levels

Core Courses: standards-based courses in which students work independently and sequentially through the courses, guided by both system- and teacher-generated feedback and grading.

Foundations Courses: standards-based core courses that are adjusted to give students greater support on core concepts and provide additional practice and review.

Credit Recovery: standards-based courses designed to support students in the mastery of essential objectives and the recovery of required credits, based on the personalized results of a pre-test.

Advanced Courses: comprised of Advanced Placement (AP)¹, Honors, and Gifted and Talented courses.

Elective Courses: sequential, standards-based courses that provide students with opportunities to extend their learning in areas of interest, such as the arts, STEM, world languages, and Career & Technical Education (CTE).

Instructional Services – Facilitating interactive, personalized instruction

Expert Support—In and Beyond the Classroom

With Pearson Connexus, online does not mean “on your own.” You can add instructional support to help your educators and students thrive in an online learning environment. Connexus can help your teachers provide more personalized instruction with grading support and integrated LiveTutor to help answer student questions. Your district can use Connexus’ certified online teachers to help resolve staffing challenges and provide more course options for your students.

Districts have access to instructional support - everything from online tutors to support your district teachers to live online teachers of record. Your Program Support team provides points of contact for all your program and academic questions. Our highly trained technical staff promptly addresses technology questions—from parents, teachers, or administrators.

¹ Advanced Placement, Advanced Placement Program, AP, and Pre-AP are registered trademarks of the College Board, which was not involved in the production of, and does not endorse, these products.

LiveTutor: Flexible and On-Demand

When your students need a curriculum answer now, LiveTutor is there to help. For a quick explanation of a concept or clarification of an assignment or text passage, students simply click a link in their Pearson Connexus menu to connect with a live online teacher. LiveTutor keeps your learners from getting stuck in the curriculum and eases the burden on your on-site staff. Live tutors are available through chat, email, and telephone and cover all core subjects.

Certified Online Teachers: Expert Classroom Instruction, Individualized Support

When you choose one of our teacher-led online solutions, your students receive both individualized attention and classroom instruction from a highly qualified, state-certified teacher who is a subject-matter expert, and is trained extensively in online learning techniques.

Our online teachers will:

- Engage and instruct students in a real-time, virtual classroom
- Track student progress and adjust lesson plans based on individual needs
- Assign final grades as teacher of record
- Provide individual support via email, chat, phone, and LiveLesson® technology
- Our teachers become part of your school— instructing, encouraging, and supporting your students

Program Management & Support: Understanding Your School and Addressing Its Needs

Courteous help is just a phone call or email away. With Connexus' program management and support, you'll get prompt solutions from professionals training to help your school get the most out of online and blended learning.

We'll help you make the most of our flexible Pearson Connexus platform, assist with student enrollment and placement, and give you the data you need to assess performance and maintain funding. With Connexus support, you can focus on reaching your district's goals and adapting your program to meet students' changing needs.

Program Manager

Program Management support is provided for your district using Connections Education teachers. Your program manager will:

- Serve as the single point of contact and provide management and support to online programs
- Develop relationships with the district and various stakeholders to manage the implementation of curriculum and district operational policies
- Collaborate with multiple departments within Connections to provide high-quality service, and ensure processes are in place for effective marketing, efficient enrollment, placement, instruction, progress reporting of students, and invoicing
- Analyze program performance data continuously and develop and implement improvement strategies in coordination with the district site coordinator
- Research and share current trends in online learning to support program partners



Professional Development and Coaching: Empowering Your Teachers and Site Coordinators

When your students participate in a Pearson Connexus course or program, we'll help make sure that your team members are fully supported and well prepared. Your site coordinator and classrooms mentor(s) will receive continuous professional development and coaching as they implement your program and facilitate learning.

To help you successfully implement your online or blended learning program, we provide startup training videos and tutorials as well as a live training session where your team can ask questions unique to your school or district. Once you're off and running, we make sure that everyone's working towards the same goals by sharing resources from our training website or scheduling interactive onsite professional development services.

My Pearson Training Portal

Every administrator and teacher has access to My Pearson Training, a one-stop training site with dozens of Pearson resources including tutorials, webinars, and complete product libraries of user guides, training materials, implementation ideas, and more.

Online Startup Training

When you start with Pearson Connexus, you receive access to initial training videos and tutorials through My Pearson Training. Your Education Consultant will then provide startup training for you and your team to answer any questions that may be specific to your implementation.

Professional Online Instructors Series

This includes professional learning tutorials and webinars to enhance your district's success with online and blended learning. It is available as an annual subscription service.

Onsite Training and Professional Development

Your team may participate in interactive, onsite training and professional learning led by an educational consultant. The 6-8 hour sessions is limited to a maximum 25 participants and always includes Online Startup Training. Travel costs for educational specialists are included in the pricing.

Technical Support: Keeping Class in Session

Pearson Connexus technical support team is dedicated to keeping your school online and class in session with a full range of support services included with every course, every solution.

Our Experienced Technical Support Team

Fielding questions from students, teachers, and administrators, our technical team helps you expand online learning without unduly increasing your own technology staff's workload. Our full-time, Baltimore-based support staff:



Uses sophisticated remote diagnostic tools to “see” exactly what is occurring on the user-end and resolve those issues promptly from our end.

- Operates a help desk from 6 a.m.– 3 p.m. pacific time, Monday through Friday, to answer your questions promptly and courteously—by email and phone.
- Responds to your after-hours messages and emails within the next business day.
- Our technical staff excels at communicating technical issues in non-technical terms. Working with your students, they provide clear, direct answers to keep the focus more on learning and less on technology. Working with fellow IT professionals at your school, they “speak the same language” to get to the root of matters efficiently and collegially.

Extensive Online Resources

Pearson Connexus gives your students, teachers, parents, and staff 24/7 access to an extensive searchable Online Help system and online training resources on topics such as:

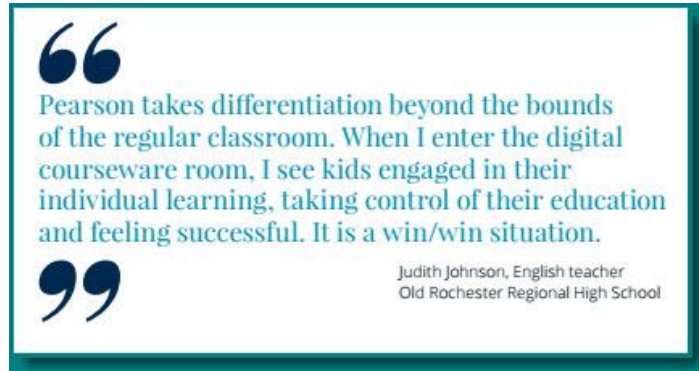
- Using the Pearson Connexus digital learning platform.
- Troubleshooting problems with your personal computer.
- Using computer software.
- Getting organized in a digital environment.
- Helping students succeed in an online environment.

Pearson Connexus – features that enhance instruction

Both teachers and students will benefit from the following elements of Pearson Connexus’ personalized learning solution:

- **Alignment.** Pearson Connexus’ English, mathematics, science, and social studies courses are aligned to current state and national standards. Teachers can track student progress against standards and benchmarks.
- **Assessment Tools.** Connexus courses include multiple formative and summative assessments. As students move through a course, they have periodic reviews and practice opportunities to confirm they are mastering lesson objectives. At the end of every lesson, students take an assessment to demonstrate understanding and mastery of the objective. Assessment settings are available to customize the student assessment experience.
- **Automatic Grading.** The majority of student work in Connexus is automatically graded and entered into the gradebook, giving teachers more time to focus on students’ individual needs rather than administrative tasks. Our solution stores data for reporting purposes and provides multiple display options to personalize gradebook configurations.

- **Communication Tools.** Connexus provides several communication tools to engage students throughout the learning experience, including threaded discussion boards for effective collaboration, email capabilities, and chat functionality for private messaging. Teachers can also communicate with students' parents to keep everyone engaged with student success.



- **Course Customization.** Connexus offers an extensive set of course customization capabilities for teachers. Course customization capabilities include changing course, lesson, or module titles; using the calendar to modify due dates; moving lessons around or deleting lessons to match classroom instruction or state standards; changing the course grading scale and changing the weighting of grades by category; adding videos and assignments to courses; editing assessment behavior; editing final grade calculations; enabling courses to have sequential behavior; and more.
- **Data Management and Reporting.** Connexus offers flexible reporting capabilities to monitor student progress, student enrollment information, student data, and time spent working in their Connexus courses. Administrators and teachers can review student grades, progress, and more on demand. Reports are available for both teachers and administrators and can be accessed and run at any time. Connexus also provides reporting on state standards.
- **Differentiated Learning.** Connexus provides several different learning pathways to offer adaptive and flexible curriculum. Connexus allows schools to meet Response to Intervention (RTI) goals and make decisions informed by actual student responses to instructional and behavioral interventions. It also enables the use of pre-tests, summative assessments, and student management features to identify learning gaps and then monitor students' progress as they take individualized, self-paced, rigorous courses.
- **Diverse Learning Modality Support.** Connexus incorporates instruction, activities, and assessments that address diverse learning modalities, freeing students to demonstrate content mastery in many ways.
- **Flexibility.** School districts can use Connexus as the infrastructure for the entire district or limit the implementation to just a few teaching and learning functions. Administrators can adjust the settings, roles, and permissions in the Connexus platform at any time during implementation.
- **Interactive Learning Elements.** Connexus incorporates principles of Universal Design for Learning to meet the needs of students with a wide range of abilities, learning styles, and preferences. It provides a variety of learning activities, such as: videos, lab experiments, drag-and-drop diagrams, animations, interactive multiple choice questions with immediate feedback to guide mastery, charts, illustrations, graphic organizers, and discussion boards.
- **No Installation.** No hardware, software server, or network installation is required, so start-up is fast. Each district/school will receive a unique web address so users can access the program through a

web browser. For security, each user has a separate username and password, and teachers and students can be imported into the system.

- **Prescriptive Learning.** State-of-the-art prescriptive diagnostic, assessment, and monitoring tools that personalize instruction and automatically sequence content to individual needs to keep students from “falling through the cracks.” Connexus’ prescriptive learning path correlates assessment results with course materials for differentiated learning. The analytics pinpoint learning difficulties, measure students’ academic strengths, and help design learning interventions based on areas of weakness.
- **Real-Time Curriculum Updates.** As part of the Connexus support subscription, students always have access to up-to-date curriculum, and teachers do not take time making changes or corrections to materials.
- **Research-Based Instructional Design.** Connexus incorporates proven instructional design best practices into its courses to support a wide range of abilities and learning styles. Connexus leverages the theories of Visual Literacy, Gagne’s “Nine Events of Instruction,” and Cognitive Load to represent one of the most comprehensive, pedagogically well-designed education systems ever.
- **Student Dashboards.** Upon logging in, students see their active courses displayed in a graphic representation, teacher announcements, a To Do list of assignments, and their current grades. Students can earn badges for reaching teacher-established milestones, which then display on the student’s homepage.
- **Teacher and Administrator Dashboards.** Teachers and administrators can stay student-centered at all times with a dashboard that monitors students’ progress throughout a course. When teachers login, they see when students finish coursework, require help, or need additional assignments. Teachers easily see any students who are falling behind and need extra assistance as well as other data. Green, red, and yellow buttons appear next to student names to indicate their pace and performance status. Administrators have one-click access to reports on the gradebook, student data, mastery levels, user activity, and much more.
- **Text-to-Speech.** Connexus’ intuitive text-to-speech application—available in prescriptive, sequential, and flex pathways—enables students to hear a selected passage or an entire lesson. Students can highlight a certain area or review specific excerpts in the lesson with a voice that is clear and at a pace they choose. This feature benefits auditory learners, students who have difficulty reading on a screen, or those who need help pronouncing complex words or phrases.
- **Test Prep.** Connexus provides accelerated instruction for ACT, GED, SAT, and state end-or-course curriculum tests. The BASI tests provided in Connexus can also help districts/sites determine at which level students are performing academically to identify the best learning path within Connexus.
- **Translation.** The text-to-speech engine can translate words from English to Spanish, French, German, Italian, and Portuguese. Students can highlight the word they need translated and then



choose their preferred language from the drop-down menu. The word will be written out in the selected language and can be heard aloud.

- **Web-based, 24/7/365.** Connexus is an online software as a solution (SaaS) system that is available using any web-enabled browser.

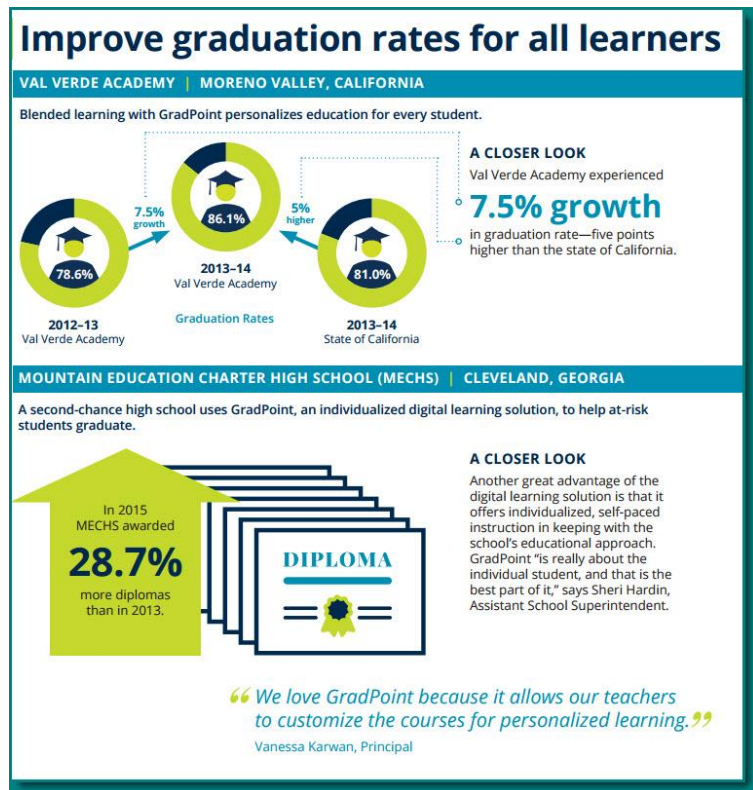
Connexus - working for real schools and real students

After North Carolina's Mooresville Graded School District adopted Pearson digital solutions, its graduation rate rose from 64 to 91 percent, placing it second out of 115 districts statewide. Since its digital conversion began, its dropout rate has decreased by 48 students per year.

This is just one example of the success that schools and teachers are achieving with Connexus

Here are other examples:

- Franklinton Preparatory Academy principal Marty Griffith uses Pearson Connexus to help low-performing students move along a path toward success. Through personalized education plans built with Connexus, students take responsibility for their own learning, get opportunities for internships, and receive guidance toward jobs once they graduate.
- Pearson Connexus has helped Prince William County Public Schools create a blended learning program that makes a high school diploma accessible to students who can't attend traditional schools due to medical issues, disciplinary action, or residence in a juvenile detention center. Since implementing Pearson solutions, completion rates for students under disciplinary action have risen from 83% to 96%.
- Pearson Connexus has helped Val Verde Academy introduce an innovative blended learning program in which students focus on one course at a time, reaching mastery in approximately three weeks, and demonstrating success before moving forward. Students have flexibility to work at home or get small-group or one-on-one support at school, with everyone coming together at least once per week for individual instruction and labs for literacy, math, and science.



Camarillo Academy of Progressive Education | 2018-2019

AUGUST '18						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

16-21 Staff Develop Days
20 Back to School Night
 Grades 6-8
 6pm-7:30pm
22 First Day of School
 11:30 Dismissal

11 Lincoln's Day Obs.
18 Presidents' Day Obs.

FEBRUARY '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

SEPTEMBER '18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Labor Day Obs.
13 11:30 Dismissal
 Back to School Night
 K-5 6pm-7:30pm

11 Daylight Savings Obs.
28-29 K-8 Conferences
 11:30 Dismissal

MARCH '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER '18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 11:30 Dismissal
 Staff Development
26-29 Grades 4/5
 Conferences
 11:30 Dismissal
30-31 K-8 Conferences
 11:30 Dismissal

15-22 Spring Break

APRIL '19						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER '18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 K-8 Conferences
 11:30 Dismissal
12 Veterans Day Obs.
19-23 November Break

27 Memorial's Day Obs.

MAY '19						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER '18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24-31 Winter Break

7 Last Day of School
 11:30 Dismissal
10-11 10am Promotion
 Staff Development

JUNE '19						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JANUARY '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4 Winter Break
21 M.L. King Day Obs.

Staff Development Days
11:30 Dismissal Days
11:30 Dismissal Conferences
Holidays – NO SCHOOL

Camarillo Academy of Progressive Education 2017-2018 Calendar

X Holidays and/or school is closed

< > Staff Day – No Students

X Parent Conferences Minimum Day – 11:30 Dismissal

X Minimum Day or Early Dismissal 11:30

S	M	T	W	TH	F	SA	JULY 2017	Teacher Days =0	Student Days =0
						1			
2	3	4	5	6	7	8			
9	10	11	12	13	14	15			
16	17	18	19	20	21	22			
23	24	25	26	27	28	29			
30	31								

	M	T	W	TH	F	SA	AUGUST 2017	Teacher Days =11	Student Days =7
		1	2	3	4	5	1 – CAPE Kick Off Event and CAPE’s 10 th Birthday Party		
6	7	8	9	10	11	12	17-22 Staff Development Days		
13	14	15	16	17	18	19	21 BTSN 6-8 6pm-7:30pm		
20	21	22	23	24	25	26	23 First Day of School with 11:30 dismissal		
27	28	29	30	31					

S	M	T	W	TH	F	SA	SEPTEMBER 2017	Teacher Days =20	Student Days =20
					1	2	4 – Labor Day No School		
3	4	5	6	7	8	9	13 – 11:30 Dismissal BTSN K-5 6pm-7:30pm		
10	11	12	13	14	15	16			
17	18	19	20	21	22	23			
24	25	26	27	28	29	30			

S	M	T	W	TH	F	SA	OCTOBER 2017	Teacher Days =22	Student Days =22
1	2	3	4	5	6	7	4 – ½ way point of First Trimester		
8	9	10	11	12	13	14			
15	16	17	18	19	20	21			
22	23	24	25	26	27	28	31 – 11:30 Dismissal Staff Development in the pm		
29	30	31							

S	M	T	W	TH	F	SA	NOVEMBER 2017	Teacher Days =15	Student Days =15
			1	2	3	4	1 – No School		
5	6	7	8	9	10	11	10 – Veteran’s Day Observed No School		
12	13	14	15	16	17	18	9&13 11:30 Dismissal for 4/5 only..14-17 11:30 Dismissal K-8		
19	20	21	22	23	24	25	17 – End of First Trimester		
26	27	28	29	30			20-24 – Thanksgiving Break		

S	M	T	W	TH	F	SA	DECEMBER 2017	Teacher Days =15	Student Days =15
					1	2			
3	4	5	6	7	8	9			
10	11	12	13	14	15	16			
17	18	19	20	21	22	23	22 – 29 – Winter Break		
24	25	26	27	28	29	30			
31									

S	M	T	W	TH	F	SA	JANUARY 2018	Teacher Days =17	Student Days =17
	1	2	3	4	5	6	1-5 – Winter Break		
7	8	9	10	11	12	13			
14	15	16	17	18	19	20	15 – Martin Luther King Day No School		
21	22	23	24	25	26	27			
28	29	30	31						

S	M	T	W	TH	F	SA	FEBRUARY 2018	Teacher Days =18	Student Days =18
				1	2	3			
4	5	6	7	8	9	10	12 – Lincoln’s Birthday No School		
11	12	13	14	15	16	17	19 – President’s Day No School		
18	19	20	21	22	23	24	23 – ½ way point of Second Trimester		
25	26	27	28						

S	M	T	W	TH	F	SA	MARCH 2018	Teacher Days =16	Student Days =16
				1	2	3	8 – End of Second Trimester		
4	5	6	7	8	9	10	12 – No School		
11	12	13	14	15	16	17	19-20 K-8 Conferences 11:30 Dismissal		
18	19	20	21	22	23	24			
25	26	27	28	29	30	31	26 – 30 – Spring Break No School		

S	M	T	W	TH	F	SA	APRIL 2018	Teacher Days =19	Student Days =19
1	2	3	4	5	6	7	2 – Spring Break No School		
8	9	10	11	12	13	14			
15	16	17	18	19	20	21	16 – No School		
22	23	24	25	26	27	28			
29	30								

S	M	T	W	TH	F	SA	MAY 2018	Teacher Days =22	Student Days =22
		1	2	3	4	5	1 – ½ way point of Third Trimester		
6	7	8	9	10	11	12	2 – 11:30 Dismissal Staff Development in the pm		
13	14	15	16	17	18	19			
20	21	22	23	24	25	26	28 – Memorial Day No School		
27	28	29	30	31					

S	M	T	W	TH	F	SA	JUNE 2018	Teacher Days =11	Student Days =9
					1	2			
3	4	5	6	7	8	9	8 – 11:30 Dismissal Open House and Family Dinner 6-7:30pm		
10	11	12	13	14	15	16	13 – 11:30 Dismissal Last Day of School-End of Third Trimester		
17	18	19	20	21	22	23	14-15 Staff Development Days		
24	25	26	27	28	29	30			

Student Days = 180
Teacher Work Days = 186

2017-2018 Bell Schedule

Bell Schedule for Grades 1-8

8:00 AM	Front Gate Opens (there is no supervision of students before this bell rings)
8:05 AM	1st Bell for Middle School *all 6-8 grade students to their seats
8:10 AM	1st Bell (students go to classrooms)
8:10 AM	Middle School Tardy Bell - Classes Begin
8:15 AM	Tardy Bell (students must be in their seats)
9:50 AM 10:10 AM	1st grade and 2nd grade AM recess
10:25 AM 10:45 AM	3rd grade, 4th grade and 5th grade AM recess
11:01 AM 11:41 AM	6th grade, 7th grade and 8th grade lunch
11:45 AM 12:25 PM	Full Day K, 1st and 2nd grade lunch
12:30 PM 1:10 PM	3rd grade, 4th grade and 5th grade lunch
1:15 PM 1:30 PM	1st grade and 2nd grade PM recess
2:30	Dismissal

Bell Schedule for All Day Kindergarten

8:00 AM	Front Gate Opens (there is no supervision of students before this bell rings) Students go directly to the classroom
8:15 AM	Tardy Bell (students must be in their seats)
10:00 AM 10:20 AM	AM recess
11:45 AM 12:25 PM	Lunch
2:00	Dismissal

Bell Schedule for AM Kindergarten

8:00 AM	Front Gate Opens (there is no supervision of students before this bell rings) Students go directly to the classroom
8:15 AM	Tardy Bell (students must be in their seats)
9:50 AM 10:10 AM	AM recess
11:35	Dismissal

Bell Schedule for PM Kindergarten

11:05 AM	Front Gate Opens (there is no supervision of students before this bell rings) Students go directly to the classroom
11:10 AM	Tardy Bell (students must be in their seats)
12:45 PM 1:05 PM	PM recess
2:30 PM	Dismissal

K-5 Min Day Schedule

TIME	Grades	Activity
8:00-8:15	K-5	Arrive at school
8:15	K-5	Tardy Bell Rings
9:50-10:10	K, 1, 2	Nutrition
10:10-10:30	3, 4, 5	Nutrition
11:30	K-5	Dismissal

2017-2018 Middle School Schedule

Times		6A	6B	7A	7B	8A	8B
Homeroom Teacher		Keefner	Schlemmer	Brown	Laurentowski	Prendergast	Kavon
8:05-8:10	5	HR/Passing	HR/Passing	HR/Passing	HR/Passing	HR/Passing	HR/Passing
8:10-9:05	55	Math Course 1	Lang Arts	Science	Lang Arts	PE/ Int. Math	PE/ Int. Math
9:05-9:08	3	PASSING	PASSING	PASSING	PASSING	PASSING	PASSING
9:08-10:03	55	Science	Social Studies	PE	PE	Math Course 3	Social Studies
10:03-10:06	3	PASSING	PASSING	PASSING	PASSING	PASSING	PASSING
10:06-11:01	55	PE	PE	Lang Arts	Science	Social Studies	Math Course 3
11:01-11:41	40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:41-11:45	4	PASSING	PASSING	PASSING	PASSING	PASSING	PASSING
11:45-12:40	55	Lang Arts	Math Course 1	Math Course 2	Social Studies	Science	Lang Arts
12:40-12:43	3	PASSING	PASSING	PASSING	PASSING	PASSING	PASSING
12:43-1:38	55	Social Studies	Science	Social Studies	Math Course 2	Lang Arts	Science
1:38-1:41	3	PASSING	PASSING	PASSING	PASSING	PASSING	PASSING
1:41-2:30	49	Elective	Elective	Elective	Elective	Elective	Elective

* Every Wednesday will be Advisory

Middle School Min Day Schedule

TIME	Min	Periods
8:05-8:10	5	
8:10-8:45	35	Period 1
8:45-8:48	3	
8:48-9:18	30	Period 2
9:18-9:21	3	
9:21-9:51	30	Period 3
9:51-9:54	3	
9:54-10:24	30	Period 4
10:24-10:27	3	
10:27-10:57	30	Period 5
10:57-11:00	3	
11:00-11:30	30	Elective

2017 - 2018 Middle School Electives

Electives on Mon, Tues, Thurs, Fri (Wednesdays are Advisory in Homerooms)

1st Trimester	1	8/24 - 10/6	(24 days)	
	2	10/9-11/17	(24 days)	
2nd Trimester	3	11/27-1/23	(24 days)	
	4	1/25-3/9	(24 days)	
3rd Trimester	5	3/13-4/27	(21 days)	(we have a lot of missed Mons..might grab
	6	4/30 - 6/8	(23 days)	a Wed here and there)

	6A	6B	7A	7B	8A	8B
1	SPANISH	ART	OSS	WOW	COMP	LAB
2	ART	SPANISH	WOW	OSS	LAB	COMP
3	OSS	WOW	COMP	LAB	SPANISH	ART
4	WOW	OSS	LAB	COMP	ART	SPANISH
5	COMP	LAB	SPANISH	ART	OSS	WOW
6	LAB	COMP	ART	SPANISH	WOW	OSS

We will have Advisory every Wednesday (and now leadership will host Wacky Wednesday activities once per month)

Electives end on June 8th

Assignments:

Camille Kavon	A6	KWOW - Kavon's workshop on writing
Kimberly Brown	A4	Science Lab
Karen Schlemmer	A3	Art
Alicia Laurentowski	A1	Organization/Study Skills
Michele Keefer	A2	Keyboarding
Mila Pineda	A5	Spanish

2017-2018 Music Schedule music will be in the classrooms this year

Tuesday				Wednesday				Thursday			
TIME	Min	Grade	Teacher	TIME	Min	Grade	Teacher	TIME	Min	Grade	Teacher
10:30-11:00				10:15-10:45	30	2	S. Forbes	10:30-11:00	30	1	Raives
11:00-11:30				10:45-11:15	30	K	Sage	11:00-11:30	30	1	Wagner
11:30-12:00				11:15-11:45	30	1	Parker	11:30-12:00	30	K	Kaio
12:00-12:30	30	3	Roberts	12:00-12:30	30	3	Petrucci	12:00-12:30	30	3	Curro
12:30-1:00	30	2	Janda	12:30-1:00	30	2	Sorensen	12:30-1:00	30	LUNCH	
1:00-1:30	30	K	White	1:00-1:30	30	LUNCH		1:10-1:50	40	4	Scheimer
1:30-2:30	60	Beginning Band		1:30-2:30	60	Percussion		1:50-2:30	40		
2:30-3:30	60	Beginning Guitar		2:30-3:30	60	Advanced Band		2:30-3:30	60	Beginning Band	
3:30-4:30	60	Advanced Guitar						3:30-4:30	60	Advanced Band	

4.5 hours

4.5 hours

5.5 hours

Total = 14.5 hours

STARTING AFTER LABOR DAY on SEPTEMBER 5th

2017-2018 K-5 PE Schedule

Tuesdays			
TIME	Min	Grade	Teacher
12:30-1:00	30	1	Parker
1:00-1:30	30	K Full	White
1:30-2:30	60	4	Scheimer
2.5 hours			
Wednesdays			
TIME	Min	Grade	Teacher
8:30-9:00	30	3	Curro
9:00-9:30	30	1	Wagner
9:30-10:00	30	3	Petrucci
10:00-10:30	30	Prep	Prep
10:30-11:00	30	1	Raives
11:00-11:30	30	AM K	Sage
11:30-12:00	30	PM K	Kaio
12:00-12:30	30	Lunch	Lunch
12:30-1:00	30	2	S. Forbes
1:15-2:15	60	4	Liddell
5.5 hours			
Thursday			
TIME	Min	Grade	Teacher
12:00-12:30	30	3	Roberts
12:30-1:00	30	2	Sorensen
1:15-2:15	60	5	Forbes
3 hours			
Fridays			
TIME	Min	Grade	Teacher
12:30-1:00	30	2	Janda
1:15-2:15	60	5	McCroy
2.5 hours			

Total = 13.5 hours

k-8 SPANISH

	Monday	Tuesday	Wednesday		Thursday	Friday
10:45-11:15	Sage (K)					
11:15-11:45	Raives (1)					
11:50-12:20	Scheimer (4)	Liddell (4)	T. Forbes (5)		McCrory (5)	Kaio (PM K)
12:20-12:25	walk	walk	walk		walk	walk
12:25-12:55	Parker (1)	Wagner (1)	Sorensen (2)		Janda (2)	S. Forbes (2)
1:10-1:40	Petrucci (3)	Curro (3)	Robert (3)	1:00-1:30	White (K)	Prep
1:41-2:30	MS Elective	MS Elective	Prep/Advisory	1:41-2:30	MS Elective	MS Elective
2:30-2:50	Prep	Prep	Prep		Prep	Prep
	4 Hours	3 hours	3 hours		3 hours	3 hours

CAPE CHARTER SCHOOL
777 Aileen Street, Camarillo CA 93010

2017 – 2018 INSTRUCTIONAL MINUTES WORKSHEETS (AM/PM Kindergarten)

AM REGULAR SCHOOL DAYS

PM REGULAR SCHOOL DAYS

First Day of School (Aug 23), Back to School Night (Sept 13),
Teacher Inservices (Oct 31 and May 2), Parent conferences-
(Nov 14-17 and March 19-20), Open House (June 8) Last day
of School (June 13) *PM class does on occasion attend the
AM timeslot (ie: Fieldtrip days and staff development days)

Instruction Begins	8:15 AM	Instruction Begins	11:10 AM
Instruction Ends	11:35 PM	Instruction Ends	2:30 PM
Minutes per day	200	Minutes per day	200
Lunch minutes per day *	0	Lunch minutes per day *	0
AM Recess *	20	AM Recess *	0
PM Recess *	0	PM Recess *	20
Total Lunch and Recess *	20	Total Lunch and Recess *	20
Total Instructional Minutes per day	200	Total Instructional Minutes per day	200
Total Regular School Days per Year	180	Total Minimum School Days per Year	180
Regular School Mins per Year	36000	Regular School Mins per Year	36000

* Recess and Lunch are considered part of instructional minutes for Kindergarten and are not considered breaks

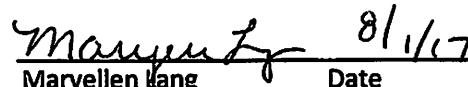
TOTAL INSTRUCTIONAL MINUTES PER YEAR 36000

TOTAL REQUIRED BY THE STATE OF CALIFORNIA 35000

CERTIFICATION OF INSTRUCTIONAL MINUTES

The Instructional Minutes used above are in accordance with the requirements of the California Educational Code


Doreen Learned 8/1/17
Date
Director of Operations


Maryellen Lang 8/1/17
Date
Director of Education

CAPE CHARTER SCHOOL
777 Aileen Street, Camarillo CA 93010

2017-2018 INSTRUCTIONAL MINUTES WORKSHEETS (All Day Kindergarten)

REGULAR SCHOOL DAYS

MINIMUM DAYS (11:30 dismissal)

First Day of School (Aug 23), Back to School Night (Sept 13),
Teacher Inservices (Oct 31 and May 2), Parent conferences-
(Nov 14-17 and March 19-20), Open House (June 8) Last day
of School (June 13)

Instruction Begins	8:15 AM	Instruction Begins	8:15 AM
Instruction Ends	2:00 PM	Instruction Ends	11:30 PM
Minutes per day	345	Minutes per day	195
Lunch minutes per day *	40	Lunch minutes per day *	0
AM Recess *	20	AM Recess *	20
PM Recess *	20	PM Recess *	0
Total Lunch and Recess *	80	Total Lunch and Recess *	20
Total Instructional Minutes per day	305	Total Instructional Minutes per day	195
Total Regular School Days per Year	164	Total Minimum School Days per Year	16
Regular School Mins per Year	50020	Regular School Mins per Year	3120


* Recess is considered part of instructional minutes for Kindergarten and is not considered breaks

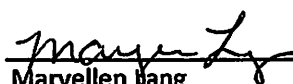
TOTAL INSTRUCTIONAL MINUTES PER YEAR 53140

TOTAL REQUIRED BY THE STATE OF CALIFORNIA 35000

CERTIFICATION OF INSTRUCTIONAL MINUTES

The Instructional Minutes used above are in accordance with the requirements of the California Educational Code

 5/1/17
Doreen Learned Date
Director of Operations

 8/1/17
Maryellen Lang Date
Director of Education

CAPE CHARTER SCHOOL
777 Ailleen Street, Camarillo CA 93010

2017 – 2018 INSTRUCTIONAL MINUTES WORKSHEETS (Grade 1-2)

REGULAR SCHOOL DAYS

MINIMUM DAYS (11:30 dismissal)

First Day of School (Aug 23), Back to School Night (Sept 13),
Teacher Inservices (Oct 31 and May 2), Parent conferences-
(Nov 14-17 and March 19-20), Open House (June 8) Last day
of School (June 13)

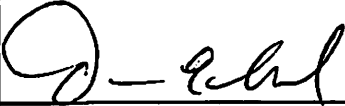
Instruction Begins	8:15 AM	Instruction Begins	8:15 AM
Instruction Ends	2:30 PM	Instruction Ends	11:30 PM
Minutes per day	375	Minutes per day	195
Lunch minutes per day	40	Lunch minutes per day	0
AM Recess	20	AM Recess	20
PM Recess	15	PM Recess	0
Total Lunch and Recess	75	Total Lunch and Recess	20
Total Instructional Minutes per day	300	Total Instructional Minutes per day	175
Total Regular School Days per Year	168	Total Minimum School Days per Year	12
Regular School Mins per Year	50400	Regular School Mins per Year	2100

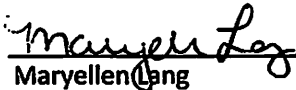
TOTAL INSTRUCTIONAL MINUTES PER YEAR 52500

TOTAL REQUIRED BY THE STATE OF CALIFORNIA 49000

CERTIFICATION OF INSTRUCTIONAL MINUTES

The Instructional Minutes used above are in accordance with the requirements of the California Educational Code

 8/1/17
Doreen Learned Date
Director of Operations

 8/1/17
Maryellen Lang Date
Director of Education

CAPE CHARTER SCHOOL
777 Ailleen Street, Camarillo CA 93010

2017 – 2018 INSTRUCTIONAL MINUTES WORKSHEETS (Grade 3-5)

REGULAR SCHOOL DAYS

MINIMUM DAYS (11:30 dismissal)

First Day of School (Aug 23), Back to School Night (Sept 13),
Teacher Inservices (Oct 31 and May 2), Parent conferences-
(Nov 14-17 and March 19-20), Open House (June 8) Last day
of School (June 13)

Instruction Begins	8:15 AM	Instruction Begins	8:15 AM
Instruction Ends	2:30 PM	Instruction Ends	11:30 PM
Minutes per day	375	Minutes per day	195
Lunch minutes per day	40	Lunch minutes per day	0
AM Recess	20	AM Recess	20
PM Recess	0	PM Recess	0
Total Lunch and Recess	60	Total Lunch and Recess	20
Total Instructional Minutes per day	315	Total Instructional Minutes per day	175
Total Regular School Days per Year	166	Total Minimum School Days per Year	14
Regular School Mins per Year	52290	Regular School Mins per Year	2450

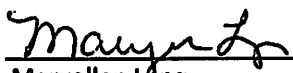
TOTAL INSTRUCTIONAL MINUTES PER YEAR 54740

TOTAL REQUIRED BY THE STATE OF CALIFORNIA 52500

CERTIFICATION OF INSTRUCTIONAL MINUTES

The Instructional Minutes used above are in accordance with the requirements of the California Educational Code

 8/1/17
Doreen Learned Date
Director of Operations

 8/1/17
Maryellen Lang Date
Director of Education

CAPE CHARTER SCHOOL
777 Ailleen Street, Camarillo CA 93010

2017 – 2018 INSTRUCTIONAL MINUTES WORKSHEETS (Grade 6-8)

REGULAR SCHOOL DAYS

MINIMUM DAYS (11:30 dismissal)

First Day of School (Aug 23), Back to School Night (Sept 13),
Teacher Inservices (Oct 31 and May 2), Parent conferences-
(Nov 14-17 and March 19-20), Open House (June 8) Last day
of School (June 13)

Instruction Begins	8:10 AM	Instruction Begins	8:10 AM
Instruction Ends	2:30 PM	Instruction Ends	11:30 PM
Minutes per day	380	Minutes per day	200
Lunch minutes per day	40	Lunch minutes per day	0
Passing Time	16	Passing Time	12
Total Lunch and Recess	56	Total Lunch and Recess	12
Total Instructional Minutes per day	324	Total Instructional Minutes per day	188
Total Regular School Days per Year	168	Total Minimum School Days per Year	12
Regular School Mins per Year	54432	Regular School Mins per Year	2256

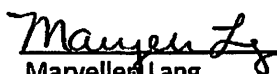
TOTAL INSTRUCTIONAL MINUTES PER YEAR 56688

TOTAL REQUIRED BY THE STATE OF CALIFORNIA 52500

CERTIFICATION OF INSTRUCTIONAL MINUTES

The Instructional Minutes used above are in accordance with the requirements of the California Educational Code

 8/1/17
Doreen Learned Date
Director of Operations

 8/1/17
Maryellen Lang Date
Director of Education

A Day In The Life Of A CAPE 7th Grader

Schedule

8:10-9:05	Life Science
9:08-10:03	Physical Education
10:06-11:01	Language Arts
11:01-11:41	Lunch
11:45-12:40	Math Course 2
12:43-1:38	Social Studies
1:41-2:30	Electives/Advisory Homeroom (Wed)/Mini-Courses (Fri)

Middle School classes are scheduled as four discipline-specific academic courses taught by single subject authorized instructors. Class periods are 55 minutes with a 3-minute passing period and one 40 minute lunch break. Curriculum is designed at an honors level and gifted students are clustered with differentiation addressed at all students' levels with a project-based learning emphasis. In addition, PE and elective classes include Art, Keyboarding, Science Lab, Spanish, Writer's Workshop and Organization/Study Skills to complete the daily schedule. All students take the 6 mandatory electives for half the trimester. Class roster lists are randomized so that students interact with others not in their homeroom. Students also meet with their advising/homeroom teacher weekly for character education and team building activities, including Artist & Composer of the Month lessons and "Wacky Wednesday" middle school social events.

Here is what a typical day looks like for a 7th grader at CAPE...

The 7th grader arrives at school around 8:00 and heads to her locker. She drops off her backpack and gets her supplies for Life Science. She is in her seat by 8:10 when the teacher takes attendance. Class begins with a warm-up Punnett Square practice where math and science are integrated using a model to determine the probability of possible genotypes in offspring based on a heterozygous cross. She applies what she recalls from her own Tracing Traits project completed last week when she determined that attached earlobes are recessive in her family pedigree. Next, her lab group records their observations for Day #5 of their Bacteria Inoculation lab whereby the class hypothesized about the presence of bacteria around their classroom. She now understands why the bacteria her lab group inoculated into the petri dish only five days ago were invisible, but now due to exponential growth through binary fission she can see evidence of the single-celled organism colonies without her microscope! She records her observations for Day #5 of their experiment and discusses with her lab group how the number of bacteria cells could be graphed to show an exponential function. A discussion follows comparing and contrasting the processes of cellular division between prokaryotic cells, like the bacteria, and eukaryotic cells undergoing mitosis, including the implications for genetic variation in a species. Tonight's homework is to use the

GeneScreen iPad app to trace an inherited disease and present her findings to the class. She is also especially excited to find out that tomorrow's lab will be a DNA extraction. She will be able to view actual DNA removed from her from her very own cheek cells!

The student next goes to her locker to change into tennis shoes for PE. She joins her other female classmates and is thankful to have this time away from the boys! After warm-ups and stretching, the girls are divided into teams for a game of volleyball. It's her favorite sport! The class period ends quickly and she returns to her locker for her water bottle and supplies for her next class.

In 7th grade Language Arts, the student enters the room with her Writer's Notebook, binder and outside reading book. She opens her Writer's Notebook to update her Table of Contents and starts her Write into the Day piece. The board has three prompts to choose from: describe your favorite pizza-include yummy toppings, or a quote by Susan Gale-"Sometimes you don't realize your own strength until you come face to face with your greatest weakness," or free choice writing. She sits down to write fluently for 10 minutes and chooses to write a free choice piece about what it feels like to have ADHD. She knows the goal is to always keep the pen on the paper during the entire piece. After time is called, she shares her writing piece with her elbow partner and then listens to her partner's writing piece. They read, listen and discuss their writing pieces for five minutes. Then pairs volunteer to read their pieces to the class. The class listens grinning, as pairs share writing pieces about talking burritos, and scoring a goal in the big soccer game, but then become serious when a heavy sorrow or loss is shared. The class cheers and supports one another through the voice of writing and share what they noticed, or what device worked that the writer used. After shared writing, the teacher passes out the short story, "a list of 10 things." She asks for two volunteers to read the story aloud to the class. A boy and girl volunteer to come up front and read the parts of Colleen and Davis. The two students read while the class follows along, smiling and squirming as the story unfolds about a boy and a girl who like each other, but the girl moves away. The class breaks out laughing when the girl reading says, "I love you Davis." The class knows it is fiction, but they delight in listening to their peers say these words aloud. After the story, she looks up at the large clock and sees the bell is about to ring while hearing the teacher say they will discuss the story tomorrow. She writes down her homework in her agenda book (dialectical journal), packs up her notebook, binder and outside reading book, and pushes in her chair. She heads out the door to meet her friends for lunch, thinking about her own story she wants to write.

In math class, she enters the room and sits in her assigned seat. Each student is expected to have out their composition book and the previous night's homework. Generally, there is a warm up on the board which is completed in their composition book. The theme of the previous day's lesson as well as the upcoming lesson is covered in the warm up. When completed students will share their answers while the students discuss the solutions to the warm up. The warm up generally takes about 5 minutes. When mastery of the warm up is shown, students will focus on grading their homework. To grade the homework the teacher calls on students either randomly or in order of seating. Once the homework is graded, the teacher asks students for any questions that need clarification. Students often come to the board to work on problems that were difficult or they had done incorrectly. Grading the homework generally takes about 10 minutes. Finally, she takes out her composition book and takes notes on the day's lesson as well as works out examples of the problems for the lesson. The homework is located on the board, students will copy the

homework down at their convenience during the class period. Some days, she has the opportunity to start on the night's homework.

In 7th grade World History, the student enters the classroom and checks the board for instructions and supplies needed for the day. She retrieves her iPad from the case and pulls out her notes from the Black Death simulation completed in class the day before. She is sitting with her assigned project group and they are creating a map on StrataLogica that shows their trade voyage in 1349. They were very lucky as a group and did not contract the plague at any of the ports they visited for their trade activities. As she researches her assigned cities, Marseilles and Lisbon, she creates a split screen on the iPad and opens a Google Doc to keep track of her research notes and citations. She is ready to pin her locations on the project map and include her captions and images found on the internet. Five minutes before the bell, she begins to wrap-up and make sure she has saved her online work. She makes a note in her agenda to complete her city research for homework. She follows her group to the iPad unit and puts her iPad away in her numbered slot and organizes her work and binders for the next class.

In Writing elective, the student takes out her writing folder and organizes her supplies. When the bell rings, she begins writing and knows she will write for 10 minutes. The music softly playing in the background sounds familiar and she realizes it is the music her teacher shared this month during composer of the month. This reminds her about her own instrument waiting at home and she decides to write about her lessons and a concert planned for next month. When the bell rings, she looks up and realizes that the 10 minutes flew by – she still has some more she wants to write! She jots down some ideas for later and prepares to listen to her writing partner share her work. After sharing, nominating and author's chair, she is eager to work on publishing a piece she started yesterday in class. Opening the iPad, she decides to create her poem using Comic Life and begins to select a font for her apology poem. She thinks it is funny to write a sorry...not sorry poem about the time she ate her brother's cupcake! She shares her finished creation with her writing partner and makes a few corrections. Now she is ready to save it to her writing portfolio on Google Drive and she decides to save it as a PDF instead of a JPEG. Her transfer complete, she reviews the pieces in her writing portfolio and is excited about the upcoming literary magazine for the school. She begins to straighten her materials and puts her chair on the desk. The bell rings and she runs to her locker. She has volleyball practice after school today and they have won two games so far this season!

A Day in the Life of a Cape 2nd Grader

It is a Thursday morning at CAPE Charter Elementary School. Pupil X arrives on campus in his car. The Blue Crew is awaiting his arrival. A student volunteer waits at the drop off line and opens the car door, assisting Pupil X out of their vehicle. Pupil X waits outside the school at the provided benches. He sits with his siblings, who are also eager to start their day.

The school gates are opened at 8:00 a.m. and Pupil X proceeds to his classroom. He hangs his backpack on his assigned hook and places his folder in the designated location. Pupil X's teacher is waiting at the classroom door, ready to greet and shake Pupil X's hand. Wednesday folders are collected and checked in by a parent volunteer. Any book orders, field trip slips, or hot lunch forms are collected at this time. Hot lunch money is sent to the PTSO volunteers. Pupil X reads the morning message projected on the Smartboard. Pupil X starts on the daily assignment, sorting weekly spelling words by finding common spelling patterns. He works quickly and efficiently. The class knows the expectation - if students finish early, they will have an opportunity to visit the classroom library and update their book bin with any new books their teacher has added to their classroom.

At 8:15 the teacher chimes the bell. She does a check-in with the class to make sure everyone is on task. The teacher assists any students that need help with their differentiated spelling words. She also offers book recommendations to friends that are "shopping" for some new titles. Pupil X has recently finished a fantasy series and asks the teacher for help selecting a new title in the same genre.

Once the clock strikes 8:20, the teacher chimes the bell three times. This signals the start of Morning Meeting. Students clean up their desks, return their book boxes and meet on the classroom rug. Pupil X is excited – it is his turn to be Student of the Day. Pupil X leads the class in the Pledge of Allegiance. His teacher makes this into a meaningful exercise by asking questions, e.g. "How many stripes are on the flag?" "What do they stand for?". Pupil X and his classmates are challenged to think of a state before sitting down, Pupil X helps a little girl think of Wyoming. Next, Pupil X chooses "Yankee Doodle" as the community patriotic song. Some students know the song by heart, others use the lyrics projected on the Smartboard for extra help. Pupil X gets to choose the Morning Meeting game of the day. He picks "Chain Reaction." Students must copy the movement provided by the peer on their right-hand side and add a new movement to the group chain. Communication and collaboration are crucial components of this game. Everyone must work together to be successful. There are no winners or losers in this game, everyone needs to participate together to complete the challenge.

After the game has ended, the class enjoys the next Chapter of their read-aloud, Crenshaw. Students think about the main character's actions. Pupil X pair shares a time when he made a decision he regretted, connecting the story to his real life. He is able to be open and vulnerable in the classroom, knowing his words will be respected and honored. His classmates treat the classroom as a safe space.

The teacher reviews the schedule for the day, pointing out the special events that are happening this week. Pupil X raises his hand and makes a connection to the school-wide clothing drive CAPE is hosting. The main character in Crenshaw is homeless, and could also benefit from this type of community support. The teacher compliments Pupil X for making a text to world connection.

At 9:00 students return to their desks to start their Everyday Math lesson. The teacher projects the Math Message and word problems on the Smart Board. Students work through their answers on

individual white boards. They hold up their responses and the teacher gives each student a thumbs up if they have an accurate answer. Pupil X is called up to the board to demonstrate his thinking. He works through a multi-step problem using Math strategies he learned earlier in the week. Student X passes his marker to another student who shows the class a different approach to solving the problem.

Pupil X completes the daily assigned Math page in his workbook. He checks in with his Math partner and compares answers. Next, the class learns a new Math game called "Salute." Students work together to identify a missing addend. Pupil X is excited to share this new game with his family. The teacher notifies the class that this game is the assigned Math homework for the evening.

The bell rings for recess and nutrition break. As his classmates file out to the play area, Pupil X hangs back. He had a question about last night's homework and his parents did not know how to help him. His teacher compliments him on his responsibility in seeking help and assists him in finding the answer.

After the recess bell rings, all students are lining up in their lines to walk inside. Pupil X walks to the lunch shelter to gather the lunch cart for his class because he is leading the line today. As the teacher arrives on the playground to walk the students back to class, Pupil X helps lead the quiet line. Once inside the classroom, Pupil X gets in line to take a drink of water before they sit at their seat quietly. Pupil X is excited because they know it is time for Reader's Workshop, and the teacher has put the book *Those Darn Squirrels* on the overhead.

His teacher invites all the students onto the carpet for a mini lesson. She explains to the students that authors write their book with intention. They think of their audience for their stories. Pupil X closes his eyes and thinks for a few minutes about who his writing will be intended for. The teacher has a few students share their intentions. She then sends them to their desk to continue writing.

Pupil X is called by the teacher to join a small group of writers to go over intentions. Each student shares their intention, and Pupil X is able to ask the teacher a question he wanted to ask one on one. After small group, Pupil X works on adding detail into his writing to show his intention. Pupil X's teacher rings the bell and asks the students to put their work away into their Writer's Workshop Folders. She reminds the students whose day it is to share. Pupil X is very excited to read his story to the class. He uses his presentation voice and his reading expression to tell his story.

After share, the teacher redirects the students to the carpet. Pupil X finds his spot on the carpet and is looking and listening to the teacher, ready for another mini lesson in Reader's Workshop. The teacher asks the students to refresh each other's memories about the strategies they have learned for figuring out tricky words. Pupil X turns to his partner and recalls what he learned yesterday, going back and forth between the pair. His teacher explains that Readers use more than one of those strategies at a time when reading a tricky word. She explains further using the same book, *Those Darn Squirrels*.

The teacher calls Pupil X's row to get their book box and begin using their strategies. Pupil X begins reading silently to himself, stopping and decoding those tricky words in his book.

He is called to another small group with his teacher. He notices that she is using new books from a big box called Fountas and Pinnell. He listens to his teacher explain that they will be reading in groups today to work on their comprehension. Pupil X is excited to be in a group with some of his friends, but is

nervous that he is going to have to read aloud. His friends encourage him and tell him what a great job he did as he finished the page. At the end of the short story his teacher addresses the group, asking what they remember happening in the story. Pupil X raises his hand when a student can't remember the beginning, and is able to help fill in the story.

His group is sent back to their desks to continue reading quietly until the bell rings for clean up. Pupil X's teacher rings her bell and announces that it is time to quietly clean up. As the teacher calls Pupil X's table, he puts his book box away, grabs his lunch from the lunch cart, and lines up in a straight line. He again, is pushing the lunch cart and leads the students out of the classroom and into the lunch shelter.

After lunch, students play on the playground. They are met by their teacher and are walked into the classroom. There they are met by Mrs. Pineda, the Spanish teacher. She gathers them on the carpet and reviews the vowel sounds with the class. They are each sent to their desks with a bingo card where they play a few rounds of Lotteria. The class says good bye to Mrs. Pineda.

Student X gets super excited as he comes to the carpet to listen to his teacher read aloud *The One and Only Ivan*. He listens as a fellow student summarizes the reading from the day before. They then listen as his teacher reads the next chapter. She pauses and asks them what they think will happen next. He shares his thoughts with his elbow buddy. He volunteers to share aloud his thoughts with the class before lining up for afternoon recess. His teacher walks the class out to the playground.

During recess, he notices a fellow classmate sitting alone on the Buddy Bench. He asks her to join him with a group of kids playing four square. They talk in line and end up playing the whole recess together.

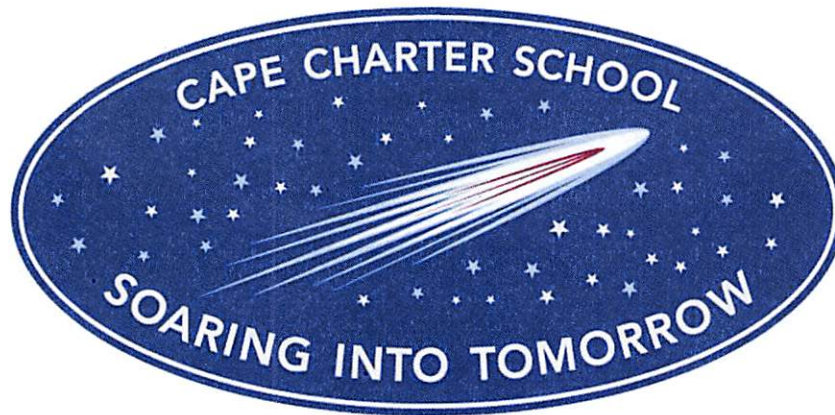
After recess, the class the teacher meets them and walks them into the classroom. It is center days, so he knows to head to the community rug. He glances over at his dad who is one of the parent volunteers today.

He starts at the center his dad is working at. There they observe liquids in a bottle. They take a moment to observe the liquid in the bottle by shaking and rolling it. Next, they are given a picture puzzle of what happens to the liquid in a bottle as it tips. They cut them out and put them in order. His dad reminds them to use the bottle of liquid to observe the pattern sequence to help them put the pictures in order. After a few moments, he stops the group and asks them to compare answers with each other before gluing them in. He also asks them what they notice about the liquid as the bottle falls. One of his classmates points out that the liquid stays level with the ground. They all slowly tip their bottles and Pupil X notices it too. He moves a couple pieces before he glues in his pictures just as his teacher rings the bell to switch centers.

Pupil X along with his center group walks over and has a seat at the back table with his teacher. She asks them to all go get their writing folders. Once they are all seated they get out a piece of writing they have been working on. They have been working on interesting beginnings. His teacher asks each of them to read the interesting beginning they wrote. Pupil X is a little nervous, but his classmates in his center tell them what they like about his beginning. One of the students in the group is struggling with writing an interesting beginning. Each of them brainstorm ideas for an interesting beginning to help his classmate. Finally, they write one together. Pupil X can't believe time is up when his teacher rings the bell to signal center time is up. He can't believe it is almost time to go home. The day has flown by.

The class gathers on the community carpet. They say thank you to the parent volunteers. A few students volunteer to share something they learned or a favorite moment from the day. Finally, the teacher begins dismissing students. Pupil X stacks his chair, pick his backpack up from the hook outside the classroom door, and lines up. His teacher walks the class to the front gate where student X see his dad waiting just outside the gate.

They walk to the park together and have a snack before heading home.



CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION (CAPE) MID-CYCLE PROGRESS REPORT

**777 Aileen Street
Camarillo, CA 93010**

Authorized by Oxnard Union High School District (OUHSD)

February 6-7, 2017

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Appendix A: CAPE LCAP

Appendix B: CAPE SARC

Appendix C: Renaissance 360 Benchmark Data

I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
 - An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.
- ➔ **Note:** Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

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). Los Senderos was 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, 2018.

CAPE's philosophy is based in part on research that reveals 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 has 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 strive 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. The learning environment at CAPE 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 student learning. Teachers at CAPE implement a California Common Core 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 California Common Core 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 in the classroom.

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 previous 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 credentialed 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 the 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 originally 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 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.*

After our Self-Study WASC visit in the spring of 2014, the staff met and created our Student School Wide Learning Outcomes influenced by the CAPE Community Super Seven and our mission and vision statements.

CAPE’s School Wide Learning Outcomes

- Every student will achieve academic success.
- Every student will be a conscientious and effective communicator.
- Every student will positively contribute to CAPE and beyond!

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

Enrollment Data

CAPE’s total enrollment at P1 in December 2016 was 567 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.

2016-2017 Current Student Enrollment			
	Male	Female	TOTAL
Kindergarten	35	25	60
1 st grade	23	37	60
2 nd grade	28	32	60
3 rd grade	30	36	66
4 th grade	33	33	66
5 th grade	36	30	66
6 th grade	36	30	66

7 th grade	30	32	62*
8 th grade	30	31	61*
TOTAL	281	286	567

*the CAPE Board of Directors voted in 2014 to reduce enrollment of 7th and 8th grade classes to 30:1. Existing students would remain in classes, but new students would not be added. This was to allow teachers more opportunities for one on one instruction as students prepare for high school.

2016-2017 Student Enrollment by Ethnicity		
	# of Students	% of Students
American Indian/Alaskan Native	1	0.18
Asian	47	8.26
African American	4	0.70
Filipino	16	2.81
Pacific Islander	1	0.18
Hispanic	105	18.45
White	346	60.81
Multiple	49	8.61

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, class websites, Jupiter blasts and Facebook). CAPE’s PTSO has worked very hard the past few years with our CAPE spirit wear line. We have hats, sweatshirts, pjs, mugs, t-shirts, sweatshirts, sweatpants, license plate covers, car stickers, etc.

Students in Lottery Waiting Pool			
	2015-2016	2014-2015	2013-2014
Kindergarten	238	235	202
1 st grade	64	59	51
2 nd grade	63	47	42
3 rd grade	42	40	41
4 th grade	30	49	28
5 th grade	51	32	40
6 th grade	43	51	59
7 th grade	25	28	19
8 th grade	20	15	14

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 actively 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.

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	3

Staff Profile

CAPE strives to ensure 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 they present differentiated lessons to meet the need of English learners. Ongoing professional development is provided to ensure that highly effective teaching is present at all times in all classrooms. All CAPE students are placed in classrooms being instructed by exceptional and highly qualified teachers. Four teachers in departmentalized 7th/8th grade hold both a relevant single subject California credential and a California multiple subject credential.

CAPE Staff Profile 2016-2017	
Advanced Degrees	16
Average Years Teaching	14
Teachers with CLAD	22
Teachers with BCLAD	0
University Interns	0
Teaching Staff	22
Administration Staff	2
Office Staff	7

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

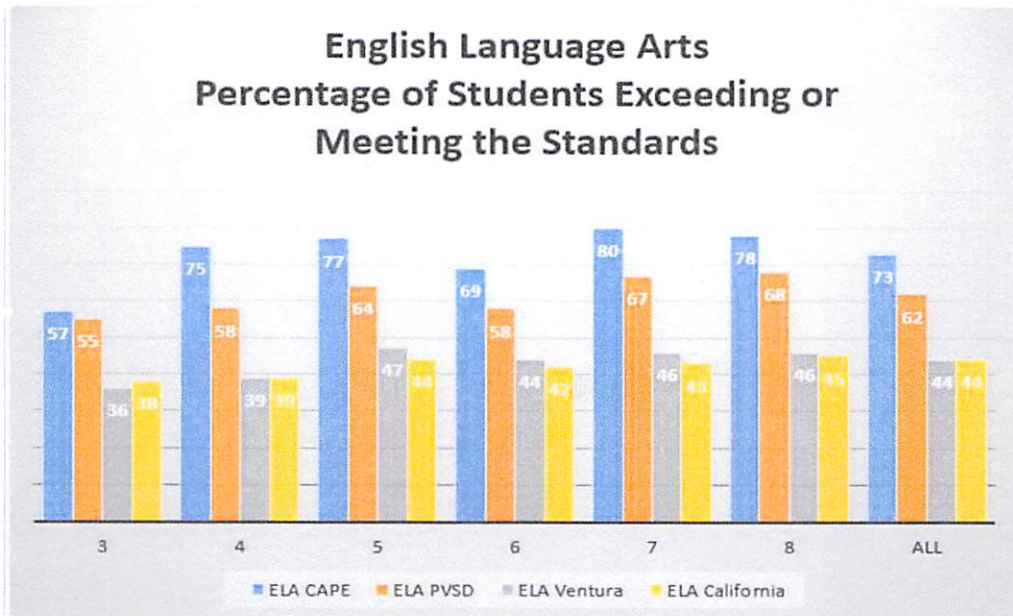
Awards and Honors

- 2012 California Distinguished School
- 2012 Named Top 10 Charter School in a study by USC
- 2012 BBB School of Excellence
- 2014 WASC Accredited
- 2016 California Gold Ribbon School

Student Performance Data

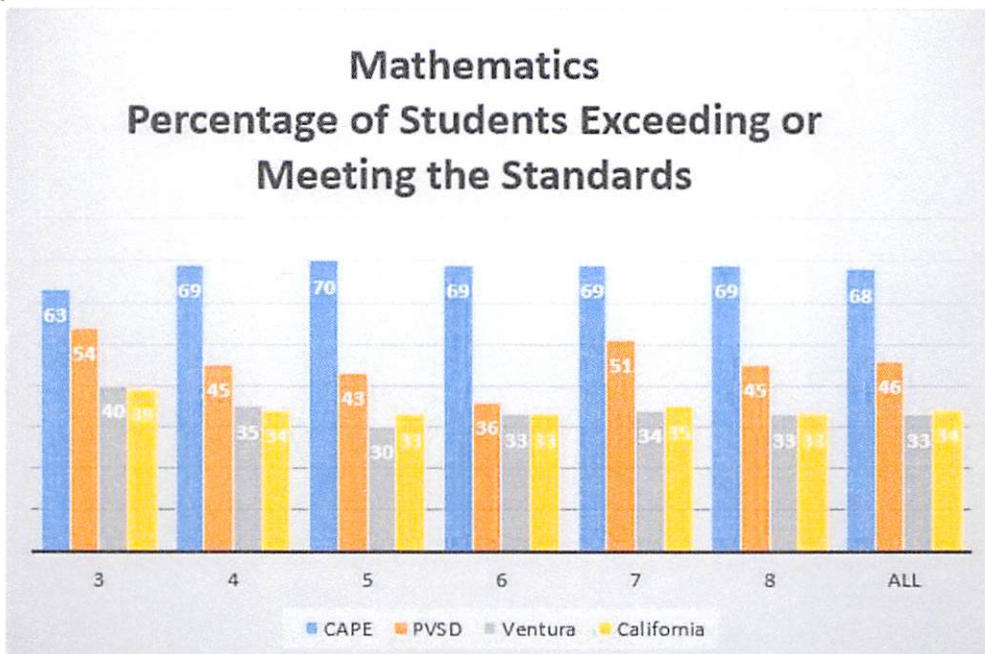
The two tables below show a comparison of the 2015 CAASPP (California Assessment of Student Performance and Progress) for Camarillo Academy of Progressive Education (CAPE), Pleasant Valley School District (PVSD), Ventura County and the State of California. Although CAPE is not a part of PVSD, their student demographic is similar and the majority of CAPE’s student population would attend PVSD if assigned to their neighborhood school.

Table 1:



As shown in Table 1 above, the percentage of students exceeding or meeting the common core standards for English Language Arts is higher at CAPE than PVSD, Ventura County and the state of California. The same is true for Table 2 shown below. The percentage of students exceeding or meeting the common core standards for mathematics at CAPE is significantly higher than those of like or surrounding areas. (attached as Appendix B is the 2014-2015 CAPE SARC)

Table 2:



After 2014, CAPE was concerned with only using California State Standards testing to assess student achievement and teacher created benchmarks. The state was switching from STAR to CAASPP and schools were told that they may not even see data during the pilot year. CAPE purchased a normative common core standards based assessment by Renaissance Learning. Students take benchmarks four times during the school year (at the start of the school year and at the end of each trimester). All data is housed on a secure website with all CAPE teachers and the directors having access to all data on each child (including multiple year view). Reports are generated that alert the teachers on common core standard threads that have not been mastered and which individual students might need additional support and instruction (attached as Appendix C are data reports from Renaissance Learning). CAPE also uses teacher created assessments, publisher created assessments, running records, rubrics for writing and projects as well as informal and anecdotal assessments on a regular basis.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Since the self-study visit in spring of 2014 CAPE has had significant curriculum changes. CAPE has fully implemented the common core standards for both Language Arts and Mathematics in grades K-8. The NGSS were implemented in the fall of 2016. The timeline for the new History Social-Science framework that was adopted in July 2016 is currently under review at relevant crew meetings.

CAPE purchased Everyday Math 4th edition for grades K-5. Eight teachers attended a 3-day math conference in San Francisco to help with implementing the new common core edition of Everyday Math. CAPE has used Everyday math as its K-5 mathematics program since its inception. The new edition has a strong technology component. All classrooms have a smartboard, projector, and document camera to help teachers incorporate the technology component of the program. The CAPE curriculum crew (and the 8 teachers who attended the training) presented what they learned at the conference to both colleagues and parents at two different trainings. The middle school adopted Big Ideas as a math curriculum. CAPE had originally planned on implementing the “advanced pathway” offered by Big Ideas. After a semester of teaching and looking at assessment data, we realized that the program was moving too quickly and the students were not able to grasp the depth of the mathematical concepts that we would expect. Students were frustrated with math and their confidence in the subject was dropping. The teachers were not able to implement projects and critical thinking problems into their lessons. It was determined that CAPE needed to switch to Houghton Mifflin Harcourt “regular pathway” program of Math Course 1, Math Course 2 and Math Course 3. CAPE does offer students who excel in math the opportunity to take Integrated Math Course 1 (typically a freshman level course) during their 8th grade year.

CAPE is currently piloting new Language Arts programs to fully implement in the fall of 2017. All teachers went to the Ventura County Education Library to review the new California adopted curriculum in the spring of 2016. Teachers filled out rubrics on each of the programs available. Based on feedback at our last WASC visit, we were looking for a program that had a strong EL component but could also challenge our students. Fourth grade decided to pilot Pearson Ready Gen and first grade decided to pilot National Geographic. After the first semester, we realized the Pearson was not a good fit with CAPE and the fourth grade switched to the National Geographic pilot. The teachers in grades kindergarten, second and fifth decided to pilot Lucy Calkins Readers program (CAPE already adopted the writing program in 2015). Administration recently attended a 2-day conference on the Lucy Calkins Readers program. The middle school adopted Houghton Mifflin’s new Collection program.

CAPE is still working on the implementation of NGSS and the curricular scope and sequence for grades K-5. In the summer of 2016 CAPE purchased new NGSS science kits from Foss Science

(a hands-on science curriculum from Delta Education). CAPE has had several staff meeting on integration, reviewing big ideas and common language.

Another addition to the CAPE curriculum has been the addition of Spanish in grades K-8. This program was added after numerous parents brought up the topic at chatter time and PTSO meetings. The Spanish teacher meets with students in grades K-3 for 30 minutes each week, 4-5 for 60 minutes each week and teaches a middle school elective for 60 minutes five times a week (middle school students rotate through her class every 8 weeks). This is the first year of implementation of the Spanish program. We look forward to seeing the data growth of our students. We are also interested to see if there is a correlation between the CAPE program and future academic success in high school Spanish classes.

The CAPE Build a Band program gives every 4th grade student the opportunity to play an instrument. The instruments are owned and maintained by CAPE. Teachers and administration felt that giving students the opportunity to “try” music might spark a life-long interest. The program has increased the number of students who are participating in 5th grade and middle school band at CAPE. CAPE also added an afterschool beginning and advanced guitar class and a before school strings program. CAPE will continue to have dialogue with the local area high schools about promoting band and orchestra programs.

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

CAPE values feedback from all stakeholders. The CAPE governing board is composed of two parent representatives, two teacher representatives and a community member. Each year feedback is generated in multiple forms. CAPE sends out a survey each year on the actions and ideas for the LCAP. A follow-up meeting to discuss the survey results always happens at the end of the survey window. This is when we often get ideas from parents who are not always able to attend events on campus.

CAPE holds PTSO meetings the first Friday of the month at 8:15am. Administration attends these meetings and discusses the LCAP and campus news. Students and teachers also attend the meeting and share what is happening around campus. This is another opportunity to gain knowledge about how programs are working and ways we can improve.

Board of Directors meeting is every third Monday at 3pm. This is an opportunity for parents to hear campus news in regards to fiscal management, curriculum and programs. Parents have the opportunity to speak to the board during open comments and also can write in to the board if they are unable to come in person.

Chatter Time is the first Tuesday of every month at 8:15am. This is an opportunity to sit down in a non-formal setting (unlike the PTSO and Board meetings that have agendas and must follow Roberts Rule) with the administration. Parents can ask questions, get clarification and introduce new ideas. Many of the items that end up on the parent survey come from chatter time.

Staff meeting occur every week on Tuesdays from 2:45pm-4pm. Staff meetings often feature LCAP goal discussions. All teachers are given an opportunity to report on student progress toward goals, individual progress toward goals and schoolwide progress toward goals. Teacher also meet as crews every Monday from 2:45-3:15. CAPE has teachers assigned to the following crews: School Culture, Instruction, Curriculum, and Assessment. Teachers also meet weekly as grade levels to discuss student data and grade level planning.

Students meet with administration in both small groups and one on one to discuss ideas and strategies to improve CAPE. An example of this happened with our physical education program last year. The CAPE middle school students have PE every day. They were not happy with the program that utilized a traditional PE teacher and students were not participating and causing behavior issues. A group of students came up with the idea hiring a PE specialist and to run the program similar to our school's mini course program. We piloted the program during the 2015-2016 school year with great success. The middle school has a specialist that come in once a week for the entire trimester to teach them a specific skill (ie: Mondays: Martial Arts, Tuesdays: Running Coach, Wednesdays: Yoga, Thursdays: Basketball, and Fridays: Field Hockey). The classes are all overseen by a PE coordinator that is in charge of discipline and grading.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

→ *Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Areas of follow-up:	Where CAPE is in the process:
Administration needs more time to sit down with each grade level team to discuss assessments and interventions	Administration still needs more time to sit down with each grade level to discuss assessments and interventions. With the purchase of the Renaissance Benchmark 360 and having all students complete online benchmarks 4 times per year, administration is able to quickly view reports and ask questions about students who may be struggling. The year to year comparison is a fantastic tool to be able to view if students have a significant shift in their academic progress. The student study team meets each month. The team has an upper grade and lower grade representative as well as both administrators. The teacher, parents and often the student are also very involved in the SST. Working together we create an intervention plan.
New employees are needing to be training in all the unique programs that are offered at CAPE	Administration, the LCAP and the board of directors have provided a lot of resources to staff development and trainings. The teachers are given many opportunities and choices for staff development. During the spring of 2015 all employees attended a project based staff development on how to align common core standards with project based learning. We hired a storyline trainer to come to CAPE in the fall of 2015 to work with our teachers on historical storylines and this past summer we sent all new and interested teachers to a week-long storyline training in Los Angeles. When CAPE adopted the new Everyday Math 4 common core edition, we sent 8 teachers to a 3-day training in San

	<p>Francisco. Those teachers were able to come back and train the teachers who were unable to attend. Now that the staff has been trained, we need to continue to learn from each other. Administration would like to have more opportunities for teachers to observe each other teach the programs that make CAPE unique.</p>
<p>Schoolwide learner outcomes seem to be disconnected from the expected academic outcomes which are measureable</p>	<p>When we first met with the WASC self-study team we were using our Super Seven as our schoolwide learner outcomes. In the fall of 2014, as a team, we rewrote the Schoolwide Learner Outcomes to be more specific and measureable. The staff decided on these 3 School Wide Learner Outcomes:</p> <ul style="list-style-type: none"> • Every student will achieve academic success. • Every student will be a conscientious and effective communicator. • Every student will positively contribute to CAPE and beyond! <p>We do have measurable (percentile) marks as part of our LCAP and the teachers do set goals of pupil achievement each year. We need to work on how to measure the success of these learner outcomes.</p>
<p>Resources should be allocated to help increase demographics by performing community outreach.</p>	<p>CAPE consulted with a videographer who created both a promotional video and a brochure highlighting the different programs at CAPE. CAPE joined forces with the Camarillo Noontime Optimist Club and has a JOY Club on our campus. The students often volunteer for programs outside of CAPE. CAPE participates in a can drive each year for Ventura County Food Share. Over the past 3 years CAPE has seen a significant increase in the number of military families that are applying for the CAPE lottery. CAPE will continue to work on reaching out to all families in the Oxnard plains.</p>
<p>Resources should be used to support the alignment of curriculum, assessments and plan development with common core.</p>	<p>CAPE had a common core crew (which has now been renamed to curriculum crew). The teachers on the crew help with alignment and staff development trainings on implementation. As new curriculum is purchased, CAPE made sure that the programs are already common core</p>

	aligned.
CAPE's implementation of project-based units, like Storyline, is standards based.	In the fall of 2015, CAPE hired a storyline trainer who came to discuss how we could realign our existing storylines to common core and how to create historical storylines.
Teacher professional development and schoolwide review of common core alignment.	CAPE has 6 full days of staff development and 2 half days each year. CAPE also sends teachers to trainings throughout the school year. All trainings offered in the area are sent out via email to the teachers when administration gets the invite. Any teacher who is interested is allowed to attend. Teachers who attend the trainings are then asked to share their knowledge with their colleagues either in a staff development or staff meeting.
Develop consistency in common language and instructional strategies across the curriculum for language arts, mathematics, science and social studies.	Our teachers are continually communicating with one another. The K-5 and 6-8 have common curriculum for subject areas that use common language. The middle school teachers do an excellent job on bridging a connection between the K-5 language and the language used by the text in 6-8. CAPE will continue working common language across grade levels and subject areas.
Develop common core academic vocabulary across grade levels.	CAPE has transitioned to common core and continues to work on developing Universal Themes.
Implement the technology plan and develop consistence in the technology standards across grade levels.	CAPE has purchased 1:1 IPADS for all students at CAPE. We hired both full time and part time IT personal. The teachers have implemented Keyboarding Without Tears in grade 1-5. CAPE hired Sam Glicksman (the author of IPADS for Dummies for Educators) to come train our teachers before the implementation of the IPADS. We wanted to make sure that IPADS were being used for producing not consuming. CAPE needs to continue looking at the scope and sequence of skills regarding technology.
Create grade level anchor papers to establish writing norms for each grade level.	CAPE implemented Lucy Calkins writing. We had a half day training on October 31 st led by 3 of our teaching staff who had been previously trained through staff development. Administration purchased the Lucy Calkins

	<p>Writers Anchor Papers at the training they attended in December 2016. The teachers still need time to work with implementing the new program and time to observe each other teach the mini lessons. Teachers have had grade level meetings on aligning their writing to common core and grading rubrics for consistency.</p>
<p>Implement common core aligned assessments.</p>	<p>CAPE implemented a nationally normed common core benchmark system and all students are tested 4 times per year in Reading and Math. All in-class assessments for math are aligned to common core. Classrooms piloting the new language arts programs have also moved to aligned common core assessments for regular classroom assessments.</p>
<p>Implement common care aligned report cards for grade K-5.</p>	<p>All K-5 report cards have been aligned to common core.</p>
<p>Collect a variety of data to analyze at more regular intervals to assess schoolwide achievement.</p>	<p>The last visiting WASC committee asked CAPE to look into non-teacher created benchmarks. A benchmark that was nationally normed and able to be given more often than the STAR or now the CAASPP. CAPE purchased STAR BENCHMARK 360 by Renaissance Learning. The teachers administer benchmarks 4 times during the school year (beginning of the year and at the end of each trimester). Teachers have access to previous years to see how students have progressed from year to year. Teachers also have access to other students in their grade levels to look at the grade as whole. The teachers need more training on the different reports and how to best use the data to drive instruction. Administration would like to see more grade level meeting time dedicated to looking at data.</p>
<p>Teachers will have more representation and a voice.</p>	<p>CAPE directors are very accessible to all staff members. All staff members have access to email or text at any time after school hours and administration has an open door policy during the school day. The CAPE governing board has two elected teachers (that is a 40% vote). The Board determines all programs, policies and financial decision. Teachers know they can discuss concerns or ideas with either of the two elected board members if they can't address it</p>

	<p>with administration. The CAPE directors work hard to foster mutual respect and not an “us” vs. “them” mentality. Feedback is welcome from all stakeholders. Teachers also provide staff development to their colleagues and work in collective crews to improve the school.</p>
<p>Each family will fulfill their 40-hour a year volunteer commitment.</p>	<p>CAPE purchased a new volunteer tracking system that has a smart phone app to allow parents to easily update their volunteer hours. All the volunteer opportunities happening on campus are also listed on the PTSO’s website. The CAPE PTSO Board has all new members this year and they are working on recruitment and building excitement around volunteering. CAPE did average 36 hours of volunteer time per family for the 2015-2016 school year.</p>
<p>Communication will improve among all stakeholders.</p>	<p>CAPE will continue to work on communication. The directors now send out a weekly email listing volunteer opportunities and campus events. In the past we used a program called Vertical Response to send out these emails. The program had many flaws and emails were often kicked back. The program was not able to send emails to CAPE employees and parents had to sign up to receive the emails. The new email system is directly linked to our student information system. All parents have at least one if not two emails to send the information. All the teachers and staff were also able to be added to the email distribution list. CAPE also purchased an electric sign for outside the school in November 2016. All major events are listed on the sign for the week, helping those parents who drop off and pick up their children know what happens on campus.</p>
<p>The character education program will be more comprehensive for grades K-8.</p>	<p>CAPE purchased a character education program called Second Step. It has both a character education program and an anti-bullying program. Teachers are working on implementation of the program. Teachers could use more training on the program and it would be beneficial to train our campus supervisors. Teachers do discuss the lesson in grade level meetings and we have had staff meetings on implementation.</p>

<p>Work on attracting a population that is more reflective of the district demographic.</p>	<p>CAPE continues to work on attracting a population more reflective of the district demographic. We are very similar in demographics to Pleasant Valley School District (the district where CAPE resides and the district that educates the majority of students from the area). CAPE does not reflect the same demographics as Oxnard Union High School District, which is our authorizer.</p>
<p>Align curriculum, assessment and professional development to common core state standards across the grade levels.</p>	<p>CAPE has transitioned to common core. CAPE adopted the new common core math adoption during the summer of 2015 (all professional development, curriculum and assessments related to the program were aligned to common core). CAPE purchased new Foss Science Kits during the summer of 2016. CAPE is currently piloting new language arts curriculum aligned to common core standards in anticipation of a new adoption during the summer of 2017.</p>
<p>Ensure data tracking for significant subgroups to be able to respond to critical learner needs.</p>	<p>CAPE is able to view the subgroups in the CAASPP that are significant. The Renaissance program does allow CAPE to view benchmark scores via subgroups of any size. This would be a great tool for CAPE and using data to drive instruction. At this time, CAPE does not have the individual data linked to the student names in Renaissance and we cannot run reports on subgroups. This is an area that CAPE will explore in the upcoming year.</p>
<p>Adding action steps to the LCAP that will lead to targeted outcomes.</p>	<p>CAPE has added action steps to the LCAP that will lead to targeted outcomes (see LCAP)</p>

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

During the initial WASC review CAPE used the single schoolwide action plan to guide instruction. There wasn't a lot of feedback from parents or students from year to year and the action plan rarely changed. The action plan focused on curriculum and programs that were already written into the CAPE Charter document. During the WASC self-study in 2014, CAPE had just switched over to the LCAP action plan. The plan was new and used information from the school's current mission and vision plans. In the first year of the LCAP, CAPE had a parent write the LCAP with input from CAPE staff, parents and students. She presented the plan to the CAPE community and CAPE board of directors. The following year CAPE administration took over the writing of the LCAP (still utilizing help from the parents, teachers and students) to help with implementation of actions written in the plan. By reviewing the LCAP on a regular basis (at chatter time, PTSO meetings and Board meetings) we are able to determine where we are during the school year, opposed to waiting until the end of the year to review and finding that we didn't make our intended outcomes. This has made the LCAP a meaningful document to CAPE and not just an administrative exercise in paperwork. The plan is updated and revised every year to help mold the school not only in a positive way but also by allowing stake holders to have a voice in the future of CAPE. Please see attached LCAP.



Accrediting Commission for Schools Western Association of Schools and Colleges

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FRED VAN LEUVEN, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
VICE PRESIDENT

May 16, 2017

Ms. Doreen Learned
Director of Operations
Camarillo Academy of Progressive Education (CAPE)
777 Aileen Street
Camarillo, CA 93010

Dear Ms. Learned:

Based on the ACS WASC mid-cycle review, it has been determined that Camarillo Academy of Progressive Education (CAPE) (K - 8) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Camarillo Academy of Progressive Education (CAPE)'s accreditation is now reaffirmed through the end of the six-year cycle ending in June 2020.

Accreditation status is conditioned upon Camarillo Academy of Progressive Education (CAPE)'s continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Camarillo Academy of Progressive Education (CAPE)'s anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Fred Van Leuven, Ed.D.
President

cc: Visiting Committee Chairperson
Superintendent



English Language Development Planner

ELA/Content Support

Designated ELD Lesson

<p>Text(s):</p> <ul style="list-style-type: none"> • Fearless Felix • CNN interview • documents from Red Bull Stratus (jigsaw) 		<p>CCSS ELA/Literacy Standards:</p> <p>RI 4.1 (details and examples); 4.2(main idea & summarize); 4.4 (vocabulary); 4.7 (interpret information and explain its contribution to message); 4.9 (integrate information from two texts)</p> <p>W 4.1 (opinion) W 4.8 (gather relevant information , take notes, organize)</p> <p>S&L 4.1; 4.6 (register)</p> <p>L 4.4 (unknown words) ; L4.5 (figurative language)</p>							
<p>Interacting in Meaningful Ways, ELD Standards</p> <p>I.A.1 (exchange information and ideas), I.A.3 (offering opinions), I.A.4 (adapting language choices), I.B.5 (listening actively), I.B.6 (reading/ viewing closely)</p> <p>I.B.7 (evaluating language choices), I.C.10b (writing), I.C.11 (supporting opinions)</p> <p>I.C.12 (selecting language resources)</p>		<p>Learning How English Works, ELD Standards</p> <p>II.A.1 (understanding text structure); II.A.2 (cohesion a- referents; b- connectors); II.B.3. (verbs & verb phrases); II.B.4. (nouns & noun phrases); II.B.5 (modifying to add details); II.C.6 (connecting ideas); II.C.7 (condensing ideas)</p>							
Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5	
<p><u>Content Objective:</u> Students will read <i>Fearless Felix</i> to learn about the historic jump and why it is important.</p> <p><u>Language Objective:</u> Students will develop a summary graphic organizer to share the main points of the reading with a partner and develop related questions to investigate.</p> <ul style="list-style-type: none"> • <i>Background Overview (pictorial, video clip)</i> • <i>Pre-Reading Fluency</i> • <i>Set Purpose for Reading</i> • <i>Text Dependent Questions</i> • <i>Graphic organizer</i> • <i>Language Patterns</i> • <i>Student interaction</i> 		<p><u>Content Objective:</u> Students will revisit <i>Fearless Felix</i> in order to create a tree map of the evidence to characterize Felix Baumgartner as a daredevil or a hero.</p> <p><u>Language Objective:</u> Students will state their opinion about Felix Baumgartner’s character based on the evidence in the text and make an argument to persuade their partners.</p> <ul style="list-style-type: none"> • <i>Review Background Overview</i> • <i>Pre-Reading Fluency</i> • <i>Set Purpose for Reading</i> • <i>Text Dependent Questions</i> • <i>Sentence Deconstruction</i> • <i>Graphic organizer</i> • <i>Language Patterns</i> • <i>Student Interaction</i> 		<p><u>Content Objective:</u> Students will view a CNN interview with Felix Baumgartner, engage with text dependent questions during the clip and gather evidence to support their claim of Felix as daredevil or hero (on the graphic organizer from previous lesson).</p> <p><u>Language Objective:</u> Students will ask and answer text dependent questions about the interview. Students will integrate the two sources and characterize Felix as daredevil or hero citing evidence from both sources.</p> <ul style="list-style-type: none"> • <i>Language Patterns</i> • <i>Set Purpose for Viewing</i> • <i>Note Taking Guide</i> • <i>Student Interaction</i> 		<p><u>Content Objective:</u> Students will contribute to a class co-op strip paragraph about Felix as daredevil or hero by referencing the Tree Map from previous lessons.</p> <p><u>Language Objective:</u> Students will collaborate with their small groups to paraphrase the information represented on the Tree Map and develop a sentence explaining why Felix is a daredevil/ hero.</p> <ul style="list-style-type: none"> • <i>Language Patterns</i> • <i>Co-op Strip Paragraph</i> • <i>Student Interaction</i> 		<p><u>Content Objective:</u> Students will contribute to the revising and editing of the class co-op strip paragraph about Felix Baumgartner as daredevil or hero.</p> <p><u>Language Objective:</u> Students will write a paragraph persuading the reader that Felix Baumgartner is a daredevil based on the evidence presented in the book and the CNN interview.</p> <ul style="list-style-type: none"> • <i>Co-op Strip Paragraph</i> • <i>Accordion Phrases</i> • <i>Student Interaction</i> 	

4th Grade CCSS ELA

Reading Standards for Informational Text

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (See grade 4 Language standards 4-6 for additional expectations.) CA
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing Standards

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices *in all content areas*. CA
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).



Academic Language Checklist Fearless Felix

Grammatical Form	Examples in Text What does it do?	
Word Level <i>A single distinct meaningful element of speech or writing</i>		
Functional Language <i>(therefore, similarly, previously)</i>	<ul style="list-style-type: none"> • His time as a skydiver paid off because.... • The authorities wouldn't allow... so.... • As the balloon rises, the outside air pressure decreases, causing the helium to expand until the balloon appears full. • ... no air, which means no air pressure. <p>(signals cause and effect relationship)</p>	
Cross-domain academic words <i>(Establish, analyze, fluctuate)</i>	Create, design, research	
Shades of Meaning Precise words used in place of common words <i>(sobbed, impress, grievance)</i>		
Domain Specific Words <i>(photosynthesis, democracy, divisor)</i>		
Verb Tenses	<p style="text-align: center;">Present</p> <p style="text-align: center;"><i>Simple (talk, talk)</i></p> <p style="text-align: center;"><i>Progressive (am/is/are talking)</i></p> <p style="text-align: center;"><i>Perfect (has/have talked)</i></p>	1 st page—the people watching hold their breath.... Has always loved Has continued....has taken part
	<p style="text-align: center;">Past</p> <p style="text-align: center;"><i>Simple (talked)</i></p> <p style="text-align: center;"><i>Progressive (was/were talking)</i></p> <p style="text-align: center;"><i>Perfect (had talked)</i></p>	Felt he had found his calling Began working...
	<p style="text-align: center;">Future</p> <p style="text-align: center;"><i>Simple (will talk)</i></p> <p style="text-align: center;"><i>Progressive (will be talking)</i></p> <p style="text-align: center;"><i>Perfect (will have talked)</i></p>	
Modals Auxiliary: <i>must, will, should, need to, could, might</i> Adverb: <i>definitely, absolutely, certainly, probably, apparently, possibly, perhaps, maybe</i>	Felt he could ... but it wouldn't be easy; ..fractions of a second can make the difference... Felt as though he might pass out; so massive that ... if they were... they would cover...; if he could not The spinning would	
Nominalizations <i>The destruction of the rainforest...</i>		

The strength of...	
Phrase Level <i>A group of related words that are a component of a clause</i>	
Verb Phrases A verb and its auxiliaries <i>The students should be done with the exam by noon.</i>	Would prove invaluable Wouldn't allow;
Noun Phrases A noun plus its modifiers, including articles and adjectives <i>That very fat green frog on the rock...</i>	Deadly high-altitude environment....;
Prepositional Phrases A preposition, object of preposition (noun or pronoun) and sometimes other modifiers <i>The lady with the blue hat. It is under the table.</i>	At the time... During his jump; cope with his claustrophobia; after seven years of work;
Adverb Phrases Group of words that functions as an adverb in a sentence <i>She was talking in a loud voice. She always drives with care. He will return in a short while.</i>	For him, it's about planning each jump and thinking through every scenario with his team to make sure they achieve their goal and no one is hurt .
Figurative Language <i>Similes, metaphors, idiomatic expressions</i>	... his time as a skydiver paid off ... During low jumps, timing is everything a record that still stands ...
Clause/Sentence Level <i>A group of words that contain a subject and a verb</i>	
Complex Sentences <i>Contain an independent clause and at least one dependent clause joined by a subordinating conjunction (e.g., because, when, if, unless, although) or relative pronoun (e.g., that, who, whom, which, whose)</i> <i>If you want to graduate, you need to pass your classes.</i>	<ul style="list-style-type: none"> • While the jump was successful overall, the capsule was damaged during its landing and had to be repaired. • He and his sponsor set out to further scientific research and break the records for speed, altitude, and duration of free fall that Joe Kittinger set in 1960 as part of the U.S. Air Force Project Excelsior. • Without protection, the liquid in Felix's body would turn to gas, killing him almost instantly.
Compound Sentences <i>Contain two or more independent clauses joined by a coordinating conjunction (e.g., and, but, yet, or, so)</i> <i>Earthworms don't have any legs, but they do have five hearts.</i>	Felix boarded the capsule in the desert outside Roswell, New Mexico, and rode into the atmosphere....
Compound-Complex Sentences <i>Contain at least two independent clauses, and one or more dependent clauses</i> <i>Although I'd love to go to the soccer game, I haven't finished my homework yet, and I also need to wash the dishes.</i>	
Text Level <i>A sequence of paragraphs that represents an extended unit of speech</i>	
Register	

Passive and Active Voice		Active voice
Organizational Structure <i>argument, informational, narrative</i>		Informational, boldface type, captions, graph comparing speeds
Cohesion	Pronoun Reference <i>The first settlers hunted for their food. They mostly caught quail.</i>	Refused to let that happen (jeopardize the project); Provided scientists and engineers with ...that they can
	Synonyms <i>The Pacific Ocean is a habitat to many animals. That vast body of water...</i>	
	Connectors <i>e.g., in contrast, consequently, next</i>	The second jump...; while Felix is proud....



Content Reading Inventory: CA ELD Standards

1. There are two sections to each grade level of the CA ELD Standards. What are sections 1 and 2 called?

Section 1: Overview

Section 2: Elaboration on Critical Principles for Develop. Lang. & Cognition in Acad. Contexts

2. What are the titles of the "parts?"

Part I: Interacting in Meaningful Ways

Part 2: Learning how English Works

Part 3: Using Foundational Literacy Skills

3. What are the three communicative modes for which English Learners use language to gain and exchange information and ideas in Part I, *Interacting in Meaningful Ways* and how many strands (numbered items) does each of them have?

Mode	Number of Strands
A. <u>Collaborative</u>	<u>4</u>
B. <u>Interpretive</u>	<u>4</u>
C. <u>Productive</u>	<u>4</u>

4. What are the three cross-mode language processes in Part II, *Learning How English Works*, and how many strands (numbered items) do each have?

Cross-mode language process	Number of Strands
A. <u>Structuring Cohesive texts</u>	<u>2</u>
B. <u>Expanding & Enriching Ideas</u>	<u>3</u>
C. <u>Connecting & Condensing</u>	<u>2</u>

5. What information from the left hand column is repeated on each page?

Purposes for using lang...
Info text types

Literary text types
Audiences

6. What are the three ELD proficiency levels?

Emerging
Expanding
Bridging

7. Which CCSS-ELA standards correspond to ELD standard #6 in Part I?

R.L. 4.1-7, 9-10 RI. 4.1-7, 9-10;
SL 4.2-3; L. 4.3, 4, 6

8. Which CCSS-ELA standards correspond to ELD standard # 3 in Part II?

W. 4.5; SL 4.6; L. 4.1, 3, 6

9. Look at standard #7, of Part I, Interpretive. How does the instructional support change across the levels?

from
substantial support & prompting → Emerginey → Expanding
support & prompting → moderate
light support & prompting → Bridging

10. Look at standard #5 from Part II. What are some examples of how students will learn how to expand sentences?

Expand sentences w/ familiar adverbials
with details about something well known
Expand sentences w/ a variety of adverbial
with details about something familiar
or new, → to expand w/ a variety of
adverbials about a variety of familiar
and new processes.

Pick three special abilities or unusual features that you think are most interesting. Be sure to use evidence from the text to show why you think they are most interesting.

The first special ability is the chameleon's ability to change color to hide.

When the air gets warmer or colder, their skin change colors.

They even change colors to show how they feel. I picked the chameleon's case the next.

Unusual features is the leaf insect cause its unusual is it looks like a leaf.

I think it is interesting cause i've never seen a leaf insect.

The special ability
of a beaver is that
beavers can
chew through
trees.

I think it is
interesting
I never saw
a beaver chew
through a tree.

Pick three special abilities or unusual features that you think are most interesting. Be sure to use evidence from the text to show why you think they are most interesting.

I think that the praying Mantis has a unusual feature. Why I think that is some praying Mantisis are the color of sand and some are green. The second animal is The archer fish I think it has a special abilitie. I think that because it can spit up water and ame rite at the bug it aming for. The next animal is the charnelom. I think it has a unusual feater. Is has a unusual because it changes color when it chages its mood. That is why I think all these animals have unusual featers and special abilities.

9th grade European Imperialism Unit

In the past imperialism has been thought to be something that helped increase the industries production and helped create a stronger economy. Imperialism came at a cost of many people that worked under oppressing governments. These oppressing governments had harsh punishments and agreements between the local chiefs and princes. These so called governments would use trickery to declare ownership over land that did not belong to them. Two examples of imperialism are the Europeans that invaded Africa and Britain invading India. Within these two examples there are values that the Europeans used to set out their purposes for which they invaded Africa and India.

It had begun with the Europeans invading Africa. There was a conference in which determined the division of Africa. As said in the World History Textbook, the conference was called the Berlin Conference. It states that "The competition was so fierce that the Europeans feared war among themselves." The European countries could claim any land in Africa by notifying other countries and by showing to be capable of controlling that specific part. They divided the land with no prior knowledge of ethnic groups or linguistic groups, as said in the textbook. No African ruler was invited in the conference.

One value that led the Europeans to act as they did was wealth. As stated in the World History book on page. 774 the forces that drove imperialism in Africa were the need for new markets. As the European nations grew industrially they also searched for raw materials. The raw materials in Africa helped improve their economy. Another value that forced imperialism was superiority. They believed that their purpose was to create national pride. Each country wanted to attain as much land as possible. Many European countries believed that they were superior than other people. They had use Social Darwinism. The Europeans believed that those who were fittest to survive enjoyed wealth and success and were considered to be superior to others in comparison (775). The non-Europeans were considered to be on a lower scale because they did not come close to the European's scientific and technological progress. This is how they also excused themselves by taking their land. They felt as though they needed to bring the progress that they had into the country that they were invading.

One other example of imperialism is Britain's invasions in India. Britain became quite interested in India's raw materials. The raw materials could help expand Britain's market. They found that India was most valuable because of their large amount of people, 300 million people to be exact. Britain sought out to conquer India by restricting them from operating on their own. Britain had put policies that dominated the Indian people. For example they had put a policy that called for India to produce raw materials for British manufacturing and to purchase British products. They also had a policy in which the Indian people could not have competition with British goods.(791)

One of the values that drove Britain to incorporate imperialism within India was education. They felt as though they had a burden put upon them to educate the people of India. They believed that they must help the country progress along with them. Another value that India had was communication. Since India was beginning to expand economically they needed to expand on their communications between countries. In order for this to happen they needed to establish a railroad network. The railroads were used to transport raw materials. These raw materials consisted of agricultural products. Due to the demand for cash crops there was no food production and people died from famine. Another means of communication was the telephone, telegraph lines, dams, and bridges. These were positive effects of imperialism.

Imperialism has negative and positive effects in the invaded country. Some of which are brought upon by the European values. The positive effects are expansion in technology, communication, and education. Within these two invaded countries there are pain and loss, yet so much learnt and gained in the end.

Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards

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Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, [they] develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. (Standards, p. 3).

This brief paper is intended to contribute to a larger—and longer—conversation about what those collectively responsible for the education of English Learners (ELs) must consider in order to maximize the affordances presented by the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (hereafter referred to as the “the Standards”).¹ In order to address how opportunities presented by the Standards can be *realized* for ELs—both *understood* and *actualized*—we focus on four particular areas emphasized by the Standards as necessary for career and college readiness and for becoming “a literate person in the twenty-first century”: engaging with complex texts; using evidence in writing and research; speaking and listening in order to work collaboratively and present ideas; and developing the language to do all of the above effectively. Each of these areas represents a shift from how language and literacy instruction has often been approached, both in mainstream English language arts (ELA) and in separate courses for ELs, such as English language development (ELD).²

The selected areas also highlight the fact that literacy instruction is a shared responsibility among teachers in *all* disciplines. In grades K–5, the standards articulate expectations for students in the areas of reading, writing, speaking and listening that apply to all subjects; in grades 6–12, the standards are divided into two sections—those specifically for ELA and those for history/social studies, science, and technical subjects. This interdisciplinary approach reflects the crucial role ELA teachers play in developing students’ literacy skills while at the same time acknowledging the impact other subject matter teachers have in students’ literacy development. The Standards acknowledge that college and career readiness requires reading with “an appreciation of the norms and conventions of each discipline” and writing with consideration of different kinds of tasks, purposes, and audiences.³ This focus on disciplinary literacy presents new challenges for both content-area teachers and English and ESL instructors.

For each of the domains included in the Standards (reading, writing, listening and speaking, and language), we first outline what the Standards call upon students to do, emphasizing the simultaneous challenges and opportunities for ELs. We then offer insights, derived from both research and theory, for addressing the challenges and realizing the opportunities. Before turning to each of the areas, however, it is important to emphasize the following overarching considerations:

- Any discussion about potential affordances for ELs must consider variation among ELs, including age, grade level, native languages, language proficiency levels, literacy background both in English and other languages, and quality of previous schooling.⁴
- Instruction for ELs must include both “macro-scaffolding,” in which teachers attend to the integration of language and content within and across lessons and units, as well as “micro-scaffolding” during the “moment-to-moment work of teaching.”⁵
- Because language and literacy practices vary from discipline to discipline, realizing opportunities for ELs must involve collaborative efforts across a number of different instructional settings, including ELA, ELD, and other content-area classrooms.⁶
- Practices called for by the Standards, such as *argument* and *critique*, are grounded in particular socially and culturally specific values and practices that may or may not align with those of students from different backgrounds; students from non-dominant linguistic and cultural groups may position themselves in various ways vis-a-vis mainstream expectations.⁷
- Socialization into new academic discourse communities involves not only the acquisition of new language and literacy skills, but also potential “internal and interpersonal struggles” and “emotional investment and power dynamics.”⁸

Our comments in this paper can best be understood in the context of insights about language, literacy, and learning outlined in several other papers prepared for this project⁹:

- All learning builds on students’ prior knowledge and experiences; instruction for ELs must consider *and expand* what ELs bring to the classroom.
- Instruction should provide apprenticeship for ELs in communities of practice with teachers and peers in order to develop students’ independence.
- Language development and cognitive development are interrelated and mutually dependent; ELs learn language as they learn content.
- Language can best be understood as action, rather than “form” or “function” alone; students learn to do things with language when they are engaged in meaningful activities that engage and challenge them.
- Literacy involves social practices as well as cognitive processes; reading and writing, as well as other forms of meaning-making, always represent *activity* (whether intended or not by teachers) in which participants have different purposes and take on different roles and identities.

- In order to develop the ability to read complex texts and engage in academic conversations, ELs need access to such texts and conversations, along with support in engaging with them.
- Learning languages involves expanding *linguistic repertoires* in order to engage in a wide variety of situations, with a wide variety of audiences, for a wide variety of purposes.
- With support, ELs can build such repertoires and engage productively in the kinds of language and literacy practices called for by the Standards for both ELA and other disciplines, even though their developing language will be marked by “non-native” or imperfect features of English.

1. Reading: Engaging with Complex Texts to Build Knowledge Across the Curriculum

The Standards require students to read and comprehend both literary and informational texts that represent steadily increasing complexity as they progress through school. Text complexity, according to the Standards, involves not only the grammatical features of a text and its vocabulary demands, but also elements such as the multiple levels of meaning embedded in a text, the explicitness with which the author’s purpose is stated, the typicality of genre conventions, and the extent to which the text employs figurative language.¹⁰ The Standards require that 50% of the complex texts read by students at the elementary level be informational in character—shifting to 75% in high school—reflecting the role of texts in building students’ knowledge across K-12 disciplines and after high school.

Accessing and comprehending texts featuring complexity of the kinds outlined above present challenges for all students as they grapple with new and cognitively complex ideas and concepts, particularly for those who have had limited access to such texts either at home or at school. Those reading in a second language face additional challenges, as they are called upon to process “intricate, complicated, and, often, obscure linguistic and cultural features accurately while trying to comprehend content and while remaining distant from it in order to assess the content’s value and accuracy.”¹¹ To meet this challenge, second language readers draw on a variety of potential resources, including knowledge of the (second) language they are reading in, literacy skills in their first language, reading comprehension strategies, background knowledge related to the target reading, and interest and motivation.¹²

Beginning-level ELs in the younger grades learning to read for the first time face particular challenges, as they are attempting to learn to decode written text in a language they are at the very early stages of acquiring. The use and development of oral language is particularly important at this stage, as it serves as one foundation that students use to build early reading skills. The standards themselves emphasize the importance in the early grades of students’ participating in discussions, asking questions, sharing their findings, and building on others’ ideas. It is important to note that research has shown that ELs can develop literacy in English even as their oral proficiency in English develops. Meanwhile, ELs’ early literacy experiences, including those in students’ first languages, support subsequent literacy development, and “time spent on literacy activity in the native language—whether it takes place at home or at school—is not time lost with respect to English reading acquisition.”¹³

Aah Hah!

Throughout the grades, learning about ELs’ language and literacy backgrounds, interests, and motivations provides teachers with clues as to what supports might help students to compensate for the linguistic and textual challenges presented by different kinds of texts.

Understanding students' knowledge and interests does not mean that only texts that already fit within ELs' "comfort zones" should be assigned—indeed, one of the opportunities afforded by the Standards is the promise of access to a wide variety of texts that can expand those comfort zones. Leveraging students' existing background knowledge, and building new knowledge, can be accomplished in a number of ways before and during a lesson or unit of study—without preempting the text, translating its contents for students, telling students what they are going to learn in advance of reading a particular text, or "simplifying" the text itself.¹⁴ Possibilities include pre-reading activities and conversations that access and build on students' background knowledge and set up excitement and purpose for reading in a unit; text annotations that gloss crucial vocabulary or provide necessary contextual information without paraphrasing the text for students; and activities during and after reading that allow students to engage in knowledge-building with their classmates and teachers.¹⁵ Crucial to all of the above is teachers' understanding that texts are approached differently for different purposes, and that students need opportunities to approach texts with these varied purposes in mind.¹⁶

A consideration of students' second language proficiency, literacy backgrounds, and background knowledge can also inform instructional efforts to enhance the strategic moves students can apply to engage successfully in independent reading across the curriculum—especially when called upon to read texts beyond their English language proficiency levels. Such instruction can do the following:¹⁷

- Induce readers to consider (or even research) the topic at hand using more accessible texts (including those in a students' L1 for ELs who read in their first languages) in preparation for reading more difficult texts as part of the same lesson or unit.
- Assist readers in deciding which words in a given text are critical for particular uses of the text and which can be skipped.
- Focus readers' attention on meaning-critical grammatical structures (and how those might compare with how grammar is used to make similar meaning in students' first languages).
- Build on and expand readers' knowledge about how different kinds of texts are structured.
- Focus readers' attention on specific features of text complexity by choosing authentic and original texts that emphasize one or two features at a time (such as a linguistically more accessible text that features multiple meanings, a lexically dense piece with a simpler grammatical structure, or a text in the students' native language that includes the challenging text structures of an unfamiliar genre).
- Integrate a focus on vocabulary-building with meaningful activities centered around texts.¹⁸

When envisioning how to support ELs' reading of the kinds of complex texts called for by the Standards, and how to recognize students' developing ability to do so, it is also important to consider how "comprehension" is defined and measured. As is the case with struggling readers in the general student population, ELs' developing ability to "make decisions about a text and to subsequently evaluate and revise those decisions"—arguably the kind of reading valued by the Standards—may be masked, and even stifled, by instruction that only values "correct" interpretations of what a text "really" means on one hand, or the use of a pre-ordained set of "reading comprehension" strategies on the other. In other words, especially for ELs who may be called upon to read texts with increasingly unfamiliar content matter expressed in language that

is beyond their English proficiency levels, what is important to foster and recognize is ELs' use of texts and textual evidence for sense-making, even if their inferences and processes do not initially match those of the more experienced readers or native speakers of English. This is not to say that a focus on "correct answers" is never justified. Especially in content area classrooms, such clarification may be crucial. But in terms of fostering—and recognizing—students' ability to make sense of complex text, both literary and informational, ELs may be well served by opportunities to explore—and justify—their own "textual hypotheses," even if their initial interpretations diverge from those of the teacher.¹⁹

2. Writing: Using Evidence to Inform, Argue, and Analyze

The Standards call upon students, by the time they graduate, to be adept at sharing information accurately to help readers better grasp a topic or concept, presenting arguments logically to defend interpretations or judgments, and crafting written language skillfully to achieve their purposes. The Standards draw on studies showing that a nexus of skills—using evidence, analyzing information in writing, and conducting research—is essential for success in the argument-based culture of universities as well as today's diverse, information-rich professional environments.²⁰ As students progress through the grades, the Standards ask them to demonstrate their growing ability to cite specific evidence in defense of the claims they make as well as consider the strength of the evidence others provide when making arguments.²¹ The standards also incorporate and integrate a focus on research skills in order to prepare students to ask questions and solve problems independently. The goal is to ready students for college and careers so that they are able to conduct investigations, analyze information, and create products that reflect the increasing emphasis research receives in an information-based economy. In relation to research-based writing specifically, ELs not only face the common obstacles all students experience in attempting to gather, manage, and organize the flow of information; they also must analyze and evaluate what they read while negotiating a second language. This research process requires students to read complex texts and use evidence in writing (and/or orally) while navigating conventions of textual ownership and citations, an area that offers challenges for all students in an electronic age but that can be particularly challenging for EL students who have learned these culturally defined practices outside of U.S. academic settings.²²

Just as teachers can carefully scaffold the reading of complex texts, they can also assist ELs to develop the ability to write for the wide variety of audiences and purposes emphasized by the Standards. Like first language writing, second language writing develops gradually over time, with considerable variation in individual learners' progress through different stages of development.²³ However, second language writing development is also distinct. Although second language writers are still acquiring oral language proficiency in English, they already possess age-appropriate oral language proficiency in their home language(s). Depending on their age and background, some may also have home-language literacy skills from which they can draw.²⁴ EL writers, however, are a diverse group. Some young children are exposed to writing for the first time in English-medium ELD or ELA classes. Others learn to write in more than one language in bilingual classrooms, at home, or in the community. At the secondary level, some ELs bring first-language literacy skills to the task of writing in English, but many write only in English, not having acquired home language literacy in the school or home. For individuals with prior literacy background, writing skills can transfer across languages, although questions remain regarding how these processes occur.²⁵ ELs' opportunities for classroom writing also vary according to teacher expectations, course placement, and content area, and for students with limited exposure to English outside of school, writing development may occur very slowly.²⁶

Research
synthesize
research
& share
↳ argument
based
culture

Just as print exposure improves students' long-term writing development in their first language, the features of texts read by ELs influence the writing they subsequently produce.²⁷

Several instructional strategies hold promise for ELs in meeting the Writing Standards. Overall, such strategies focus on developing what is called for by the Standards (e.g. writing different text types for different audiences and purposes and presenting knowledge gained through research) rather than ELs' production of mechanically and grammatically "flawless" writing.²⁸ Accordingly, writing instruction can do the following:

- Maximize the use of ELs' existing linguistic and cultural resources by ensuring that students have meaningful ideas to write about, allowing them to use their home languages or varieties of language during the writing process, employing technology that students already use, and drawing upon their background knowledge, practices, and experiences.²⁹
- Provide ELs with meaningful exposure to the types of texts they will be writing, guiding students through the linguistic and rhetorical patterns found in different genres.³⁰
- Ensure that writing instruction creates meaningful opportunities to communicate rather than mechanical exercises for text production.³¹ These opportunities include interactions with peers and teachers about ELs' writing and sensitive yet substantive feedback about the content of their writing at multiple points throughout the writing process.

In relation to research skills specifically, instruction can:

- Encourage students with L1 literacy backgrounds to draw upon this resource to help them locate, evaluate, and analyze information.
- Assist students in selecting reading and drafting strategies appropriate for varied research tasks.
- Provide explicit guidance on the conventions of textual ownership and citations in U.S. academic settings, alongside clear yet critical explanations of the purposes these conventions serve.
- Create opportunities that allow ELs to learn research processes by participating in teacher-guided and collaborative endeavors before attempting research independently.

Teachers can use such approaches to aid students in learning how to conduct investigations, analyze information, and create final products that meet the expectations of the Standards while strengthening and deepening the understanding students have of L2.

3. Speaking and Listening: Working Collaboratively, Understanding Multiple Perspectives, and Presenting Ideas

The Speaking and Listening Standards call upon students to listen critically and participate actively in cooperative tasks. They require students to build upon others' ideas, articulate their own ideas, and confirm their understandings through informal, collaborative group interactions as well as formal presentations that integrate information from oral, visual, quantitative, and media sources for different audiences, tasks, purposes, and disciplines. The Standards also expect students to interpret information; explain how it contributes to target topics, texts, and

issues; and “present claims and findings by sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.”³²

As with reading, the comprehension of oral language requires a number of interrelated knowledge sources.³³ Effective listening comprehension also requires the use of strategies, such as focusing on relevant parts of a message, making predictions, and monitoring one’s own comprehension.³⁴ At the same time, speaking and listening in the classroom involve more than individuals acting alone. Students use *interactional competence* to participate in the social context of the classroom, negotiating, constructing, and sometimes resisting norms of interaction governing various typical classroom participation structures.³⁵ Classrooms feature a number of different speech events, each of which is “directly governed by the rules or norms of the use of speech.”³⁶ Even within a single speech event, norms can be quite complex.³⁷

For ELs to realize opportunities presented by the Listening and Speaking Standards, teachers across the curriculum can support students by offering a wide variety of classroom discourse structures. Many of the interactive structures conducive to building knowledge and discussing ideas also hold promise for language development.³⁸ Teachers can do the following:

- Engage students in individual, small group, and whole-class discussions that move beyond traditional initiation-response-evaluation structures to “bridging discourses” that encourage ELs to produce extended oral discourse and engage with academic registers.³⁹
- Develop collaborative tasks that require effective and linguistically rich discussions.⁴⁰
- Allow ELs to collaborate in their home languages as they work on tasks to be completed in English.⁴¹
- Teach ELs strategies for using their still-developing English language proficiency to engage in different communicative modes.⁴² For example, listening comprehension activities can help ELs to “arrive successfully at a reasonable interpretation of extended discourse,” rather than to process every word literally, which is impossible even for native English speakers to do.⁴³

4. Language: Using and Developing Linguistic Resources to Do All of the Above.

The Standards maintain that in order to be college and career ready, students need a “firm control over the conventions of standard English,” but also that “they must come to appreciate that language is at least as much a matter of craft as of rules.”⁴⁴ According to the Standards, students must be able to “choose words, syntax, and punctuation to express themselves to achieve particular functions and rhetorical effects.” It is important to understand that ELs, by definition, will use “imperfect” (i.e. non-native-like) English as they engage in these functions and achieve these effects. By focusing on language as it relates to communicative and academic endeavors, rather than merely as the acquisition of “good” English, teachers can help students develop and use grammatical structures, vocabulary, and written and oral conventions as resources for making meaning, for learning, and for communicating with an increasing number of audiences for an increasing number of purposes.

In the context of the expectations for all students articulated by the Standards, “language instruction” for ELs can no longer be envisioned as isolated from the context of meaningful and

engaging academic work. Although the decontextualized teaching of discrete elements of a second language (e.g. verb tenses, grammatical structures, vocabulary) may be effective for inducing the use of those elements on restricted tasks and tests that highlight them, it is unclear whether such instruction is effective for fostering the use of those elements in wider communication.⁴⁵ This is not to say that an explicit focus on language is not called for, but rather that such a focus must occur in conjunction with, and in the service of, meaningful academic work across the curriculum.⁴⁶

In supporting the development of ELs' language, it is also important to keep in mind that all school-age children (barring either extreme impairment or severe early childhood abuse and isolation) already have the linguistic resources in at least one language to engage in a wide range of communicative settings.⁴⁷ All students, therefore, have first-hand knowledge of the conventions and the rhetorical craft of language as used in their own communities of practice.⁴⁸ In fact, children who are in the process of developing more than one language may have a heightened awareness of such functions and effects because they use two or more languages.

At the same time, students' linguistic backgrounds will be more or less closely aligned with the varieties of language privileged in school, and it is undoubtedly in the interest of ELs to expand their linguistic repertoires to include those varieties. In supporting students to do so, a couple of final points are important to keep in mind:

- ELs' incomplete acquisition of standard varieties of English should not be interpreted as students' inability or unwillingness to participate in a wide range of learning, language, and literacy practices across the disciplines, including those called for by the Standards.
- With appropriate supports, ELs' participation in the key practices called for by the Standards—especially those highlighted in this paper— can promote the development of both language and literacy.

Conclusion

We conclude by pointing out that “shared responsibility” for preparing ELs for the language and literacy called for by the Standards rests not only with teachers across the disciplines, but also with curriculum developers, textbook writers, assessment specialists, teacher educators, administrators, researchers, policymakers, and others. Our hope is that the brief comments in this paper can serve as a starting point for envisioning what role each of us—individually and collectively—might play in realizing the opportunities potentially afforded to English Learners by the Standards.

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Notes

- ¹ Our intention is not to render a judgment regarding the content of the standards, the assumptions about literacy upon which they are based, or the appropriateness of the standards for ELs. Nor is it to provide a systematic review of the empirical literature available on the language and literacy development of ELs (for such reviews, see American Educational Research Association, 2004; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Goldenberg & Coleman, 2010; Saunders & Goldenberg, 2010).
- ² Other terms to refer to these classrooms include English for Speakers of Other Languages (ESOL) and English as a Second Language (ESL).
- ³ Standards, p. 60 and p. 63.
- ⁴ Helpful discussions of the range of characteristics necessary to consider can be found in Walqui (2005), Olsen (2010), Valdés, Bunch, Snow, & Lee (2005), and Enright (2011).
- ⁵ Schleppegrell & O'Hallaron (2011, p. 7); see also Walqui (2006) and Walqui & van Lier (2010).
- ⁶ Lee & Spratley (2010); Olsen (2010); Schleppegrell (2004); Shanahan & Shanahan (2008); Valdés et al. (2005); Wineburg, Martin, & Monte-Sano (2011).
- ⁷ Canagarajah (2004), Pennycook (2000).
- ⁸ Duff (2010, p. 170).
- ⁹ See especially VanLier & Walqui (2012); Hull (2012); Wong Fillmore & Fillmore (2012); Walqui & Heritage (2012)
- ¹⁰ See Appendix A of the ELA and disciplinary literacy standards for further information about how text complexity can be defined and determined.
- ¹¹ Bernhardt (2011, p. 19).
- ¹² While research on second language readers has only begun to study the ways in which these various factors interrelate, it is likely that second language readers use the resources they have in some areas to compensate for those they are lacking in others (Bernhardt, 2011).
- ¹³ Riches & Genesee (2006); see also Goldenberg & Coleman (2010).
- ¹⁴ Available research on second language reading indicates that text simplification is ineffective for promoting comprehension and may even be counterproductive (see Bernhardt, 2011, pp. 59-60).
- ¹⁵ See Walqui & vanLier (2010) for helpful suggestions for creating such activities.
- ¹⁶ Also important to understand is that readers play multiple roles when approaching any text. Gibbons (2002) draws on Luke and Freebody (1990) to point out that readers are simultaneously *code breakers*, *text participants*, *text users*, and *text analysts*; see also Schleppegrell & Colombi (2002).
- ¹⁷ Many of these strategies are elaborated upon in Bernhardt (2011).
- ¹⁸ For examples, see Kelley, Lesaux, Kieffer, & Faller (2010) and Scott, Skobel, & Wells (2008).
- ¹⁹ This paragraph draws heavily from Aukerman (2008), and the quotations are from that source.
- ²⁰ See Graff (2003); Postman (1997); Williams & McEnerney (n.d.).
- ²¹ Using evidence is particularly emphasized in Reading Standard 1 and Writing Standard 9.
- ²² See Pecorari (2003) and Flowerdew (2007) for recent perspectives on textual borrowing and second language writers.
- ²³ R. Ellis's (1994) contention that acquisition of an L2 grammar occurs in stages is echoed in findings for first language writing (Loban, 1976; Henderson, 1981; Graves, 1983). See Fu (2009) and Valdés (2001) for differing descriptions of stages observed in L2 writing development.
- ²⁴ See Harklau (2002).
- ²⁵ See Grabe and Kaplan (1996) and Grabe (2003).
- ²⁶ See Fu (1995), Harklau (1999), Hartman & Tarone (1999), Valdés (2001), and Valdés & Sanders (2006).
- ²⁷ For the effects of exposure to print in the L1, see Wagner and Stanovich (1996); for the impact of texts read on L2 writing, see Samway and Taylor (1993).
- ²⁸ See Truscott's (1996) review claiming no evidence supporting grammar correction in writing instruction and Ferris' (1999) rebuttal and subsequent publications (2002, 2003).
- ²⁹ See the recent collection edited by Manchón (2011) regarding the use of writing in the learning process. For uses of the first language while writing, see Fu (2009), Kibler (2010), National Council of Teachers of English (2012), and Souryasack & Lee (2007). Black (2005) and Smythe & Neufeld (2010) suggest the use of various technologies to

facilitate writing. See Langer (1997), McGinnis (2007), and Trueba, Moll, Diaz, & Diaz (1984) regarding use of students' background knowledge, practices, and experiences.

³⁰ Such instruction can focus explicitly on the role of grammatical and lexical features in making meaning for different audiences and purposes (e.g. Achugar, Schleppegrell, & Oteiza, 2007; Aguirre-Muñoz, Park, Amabisca, & Boscardin, 2008; Gebhard, Harman, and Seger, 2007; Gebhard & Willett, 2008; Schleppegrell, 2004).

³¹ For an example, see Bunch, Lotan, Valdés, & Cohen (2005); see also Valdés (2001) and Valdés & Sanders (2006).

³² Standards, p. 49.

³³ Sources of information required for listening comprehension include schematic knowledge (factual, sociocultural, and discourse-related background information), contextual knowledge (physical settings, participants, and what has been/will be said), and systemic knowledge (semantics, syntax, and phonology) (Anderson & Lynch, 1988).

³⁴ See Anderson & Lynch (1988) and Goh (2005). It is also important to understand that because comprehension rests on such a broad base of knowledge and strategies relevant to a given situation, the fact that ELs and their interlocutors encounter difficulties in spoken interaction is not surprising: second language listening research has documented a range of lexical, grammatical, and conceptual causes of misunderstandings for non-native speakers in spoken interactions (Rost, 2002).

³⁵ Cazden (1986, 2001); Mehan (1979); Philips (1972, 1983).

³⁶ Hymes (1972, p. 56).

³⁷ In classroom presentations, for example, students are often asked to manage the floor, either as individuals or as a group, while also being ready to respond to the teachers' unpredictable interjections and directives at moment's notice, as well as often engage with the student audience's questions and comments after the delivery of information (Bunch, 2009). Meanwhile, during the entire presentation, students are called upon to address different audiences simultaneously. In almost every presentation, students are asked to address their fellow classmates while knowing that the teacher is the audience who will ultimately be evaluating them. Some presentations additionally call for students to imagine that their audience knows nothing about the topic they are presenting on (even if this is not the case), or to engage in a roleplay in a contemporary or historical context. Engaging in whole-class discussions or group work involve different, but similarly complicated, rules of interaction and audience engagement.

³⁸ See Gutiérrez (1995); Hawkins (2004); McGroarty (1993); McGroarty & Calderón (2005).

³⁹ See Mehan (1979) and Sinclair & Coulthard (1975) for an overview of the three-part classroom discourse structure; the term "bridging discourses" comes from Gibbons (2006); see also Wells (1999) and Valdés (2004).

⁴⁰ See Bunch (2006, 2009); Bunch, Abram, Lotan, & Valdés, (2001); Bunch et al. (2005).

⁴¹ See Anton & DeCamilla (1998); Brooks & Donato (1994); DeGuerrero & Villamil (2000); Kibler (2010); Swain & Lapkin (2000).

⁴² These include the *interpersonal mode*, which requires moment-by-moment, unplanned interaction but affords the opportunity for immediate clarification of meaning; the *presentational modes*, which allows for planning but requires anticipating audiences' needs; and *interpretive mode*, which does not require production but does not generally allow for clarification of understanding (National Standards in Foreign Language Education Project, 1996).

⁴³ See Brown & Yule (1983, p. 57). A number of helpful instructional activities for focusing on listening comprehension in the context of K-12 academic content instruction are available in Gibbons (2002) and Zwiers (2008).

⁴⁴ Standards, p. 51.

⁴⁵ See Valdés, Capitelli, & Alvarez (2011) for a review of the literature on this topic.

⁴⁶ For examples of integrating a focus on discrete language features with meaningful academic work, see Gebhard, Harman, & Seger (2007); Schleppegrell (2004), Kelley, Lesaux, Kieffer, & Faller (2010); and Scott, Skobel, & Wells (2008).

⁴⁷ All students, regardless of their language or cultural background, speak one or more variety of a home language, and that variety is associated with students' geographical background, racial and ethnic community, and identity affiliations; there are no speakers of any language without an "accent," and, from a linguistic standpoint, there are no varieties of English (or any other language) that are superior to any other variety (see MacSwan, 2000; MacSwan, Rolstad, & Glass, 2002; Valdés et al., 2005).

⁴⁸ See Gutiérrez, Morales, & Martinez (2009); Gutiérrez & Orellana (2006); Orellana & Gutiérrez (2006).

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Sentences to Deconstruct

Surprising Sharks by Nicola Davies (2003)

Inside the ^{level} gill slits there is a very thin layer of skin that lets oxygen from the water get into the shark's blood, just as our lungs let oxygen from the air into our blood when we breathe. (p. 15)

what are layers which

cause & effect

what kind of word

(SAME AS comparison language)

Bunnica: A Rabbit-Tale of Mystery by Deborah and James Howe (1996)

There was a flash of lightning, and in its glare noticed that Mr. Monroe was carrying a little bundle—a bundle with tiny glistening eyes. (p. 4)

what other words could fit here

what is a bundle?

(2) what does this word mean? - what image does that it give you?

mood

The Story of Snow: The Science of Winter's Wonder by Mark Cassino with Jon Nelson (2009)

Clouds are mostly made of air and water, but there are also its of other things, like tiny particles of dirt, ash, and salt. (p. 8)

As the snow crystal gets bigger and heavier, it starts to fall to earth. (p. 13)

comparisons

We Are the Ship: The Story of Negro League Baseball by Kadir Nelson (2008)

When we did play, we got the wrong directions from our manager and were targets for opposing pitchers and base runners, which was a dangerous thing, because back in those days, no one wore any type of protective gear--not even the catcher. (p. 1)

He wanted to create a league that would exhibit a professional level of play equal to or better than the majors, so that when it came time to integrate professional baseball, Negroes would be ready. (p. 8)

imagery

comparison word

K	1	2	3	4	5	6
Use frequently occurring nouns and verbs.	Use common, proper, and possessive nouns.	Use collective nouns (e.g., group).	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Ensure that pronouns are used in the proper context (subjective, objective, possessive).
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Form and use regular and irregular plural nouns.	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Use all pronouns correctly, including intensive pronouns (e.g., ourselves) correctly.
Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA	Use reflexive pronouns (e.g., myself, ourselves).	Use abstract nouns (e.g., childhood).	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Use verb tense to convey various times, sequences, states, and conditions.	Recognize and use appropriate pronoun number and person.*
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Form and use regular and irregular verbs.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Recognize and correct inappropriate shifts in verb tense.*	Recognize and use vague pronouns correctly (ones with unclear antecedents).*
Produce and expand complete sentences in shared language activities.	Use frequently occurring adjectives.	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Form and use prepositional phrases.	Use correlative conjunctions (e.g., either/or, neither/nor).	Recognize various standard English registers, own and others', and speaking, and identify and use appropriate register to improve expression in conventional language.
	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Ensure subject-verb and pronoun-antecedent agreement.*	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*		
	Use determiners (e.g., articles, demonstratives).	Create readable documents with legible print. CA	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Correctly use frequently confused words (e.g., to, too, two; there, their).*		
	Use frequently occurring prepositions (e.g., during, beyond, toward).		Use coordinating and subordinating conjunctions.			
	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		Produce simple, compound, and complex sentences.			
			Use reciprocal pronouns correctly. CA			



Academic Language Checklist

Grammatical Form		Examples in Text <i>What does it do?</i>
Word Level <i>A single distinct meaningful element of speech or writing</i>		
Functional Language <i>(therefore, similarly, previously)</i>		
Cross-domain academic words <i>(establish, analyze, fluctuate)</i>		
Shades of Meaning Precise words used in place of common words <i>(sobbed, impress, grievance)</i>		
Domain Specific Words <i>(photosynthesis, democracy, divisor)</i>		
Verb Tenses	Present <i>Simple (talk, talk)</i> <i>Progressive (am/is/are talking)</i> <i>Perfect (has/have talked)</i>	
	Past <i>Simple (talked)</i> <i>Progressive (was/were talking)</i> <i>Perfect (had talked)</i>	
	Future <i>Simple (will talk)</i> <i>Progressive (will be talking)</i> <i>Perfect (will have talked)</i>	
Modals Auxiliary: <i>must, will, should, need to, could, might</i> Adverb: <i>definitely, absolutely, certainly, probably, apparently, possibly, perhaps, maybe</i>		
Nominalizations <i>The destruction of the rainforest...</i> <i>The strength of...</i>		
Phrase Level <i>A group of related words that are a component of a clause</i>		
Verb Phrases A verb and its auxiliaries <i>The students should be done with the exam by noon.</i>		
Noun Phrases A noun plus its modifiers, including articles and adjectives <i>That very fat green frog on the rock...</i>		

Prepositional Phrases		
A preposition, object of preposition (noun or pronoun) and sometimes other modifiers <i>The lady with the blue hat. It is under the table.</i>		
Adverb Phrases		
Group of words that functions as an adverb in a sentence <i>She was talking in a loud voice. She always drives with care. He will return in a short while.</i>		
Figurative Language		
<i>Similes, metaphors, idiomatic expressions</i>		
Clause/Sentence Level <i>A group of words that contain a subject and a verb</i>		
Complex Sentences		
Contain an independent clause and at least one dependent clause joined by a subordinating conjunction (e.g., because, when, if, unless, although) or relative pronoun (e.g., that, who, whom, which, whose) <i>If you want to graduate, you need to pass your classes.</i>		
Compound Sentences		
Contain two or more independent clauses joined by a coordinating conjunction (e.g., and, but, yet, or, so) <i>Earthworms don't have any legs, but they do have five hearts.</i>		
Compound-Complex Sentences		
Contain at least two independent clauses, and one or more dependent clauses <i>Although I'd love to go to the soccer game, I haven't finished my homework yet, and I also need to wash the dishes.</i>		
Text Level <i>A sequence of paragraphs that represents an extended unit of speech</i>		
Register		
Passive and Active Voice		
Organizational Structure		
<i>argument, informational, narrative</i>		
Cohesion	Pronoun Reference	
	<i>The first settlers hunted for their food. They mostly caught quail.</i>	
	Synonyms	
<i>The Pacific Ocean is a habitat to many animals. That vast body of water...</i>		
Connectors		
<i>e.g., in contrast, consequently, next</i>		

Workshop Resources:

Standards/Framework/Articles:

electronic data-base for CCSS ELA/ELD standards (and others) that pinpoints connections and alignments, look up App 'e-standards':

<http://estandards.scoecurriculum.net/index.html>

CCSS ELA standards in progression (the same standard over several grades) to help with differentiation in language needs, especially Speaking/Listening and Language sections:

<http://www.tcoe.org/ERS/CCSS/ELA/LearningProgressions.pdf>

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp> especially check out the resources part at the bottom, vignette charts, etc. to see how ELD is integrated with various content matter

https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf Article on Long Term English Learners and research-based action steps

Strategies and Sites:

Guided Language Acquisition Design (GLAD) - jumping off place for unit design - please be careful with standards alignment www.begltraining.com , Google "project glad".

* Visible Thinking (VTS) - www.visiblethinkingpz.org

www.nearpod.com (to deliver interactive content with live formative assessment)
make own lessons, download free lessons, purchase lessons on almost anything

kahoot (interactive formative assessment); to write a 'kahoot' - www.getkahoot.com
to take a 'kahoot' - www.kahoot.it

www.writingfix.com

Huge site with lessons, ideas, etc. to teach writing. Check out 'mentor texts' for text-based lessons.

www.songsforteaching.com

Hundreds and hundreds of songs, you can listen to a large chunk before purchasing and/or get inspired to write your own!

www.duolingo.com

Free language learning website

tellagami

<http://www.educatorstechnology.com/>
check out search tool at bottom of site

<http://tinyurl.com/4Csmobileapps>
sample list of apps that promote critical thinking

<http://www.edutopia.org/blog/apps-for-creativity-diane-darrow>
sample list of apps that support creativity

Easel.ly or Timetoast

Apps we've been wanting to try to create digital classroom charts/infographics

<https://www.youtube.com/watch?v=0uDDEEHdf1Y>
you tube video for exposing your kids to the idea of resiliency and failure=learning

Owl at Home by Arnold Lobel

One night Owl went down to the seashore. He sat on a large rock and looked out at the waves. Everything was dark.

Then a small tip of the moon came up over the edge of the sea.

Owl watched the moon. It climbed higher and higher into the sky. Soon the whole, round moon was shining. Owl sat on the rock and looked up at the moon for a long time. "If I am looking at you, moon, then you must be looking back at me. We must be very good friends."

The moon did not answer, but Owl said, "I will come back and see you again, moon. But now I must go home." Owl walked down the path. He looked up at the sky. The moon was still there. It was following him.

The Paper Crane by Molly Bang

A man once owned a restaurant on a busy road. He loved to cook good food and he loved to serve it. He worked from morning until night, and he was happy.

But a new highway was built close by. Travelers drove straight from one place to another and no longer stopped at the restaurant. Many days went by when no guests came at all. The man became very poor, and had nothing to do but dust and polish his empty plates and tables.

One evening a stranger came into the restaurant. His clothes were old and worn, but he had an unusual, gentle manner.

Though he said he had not money to pay for food, the owner invited him to sit down.

He cooked the best meal he could make and served him like a king. When the stranger had finished, he said to his host, "I cannot pay you with money, but I would like to thank you in my own way."

He picked up a paper napkin from the table and folded it into the shape of a crane.

"You have only to clap your hands," he said, "and this bird will come to life and dance for you. Take it, and enjoy it while it is with you." With these words the stranger left.

***Amazing Whales!* by Sarah L. Thomson**

A blue whale is as long as a basketball court. Its eyes are as big as softballs. Its tongue weighs as much as an elephant.

It is the biggest animal that has ever lived on Earth – bigger than any dinosaur.

But not all whales are this big. A killer whale is about as long as a fire truck. Dolphins and porpoises are whales too, very small whales. The smallest dolphin is only five feet long. That's probably shorter than your mom.

***A Drop of Water: A Book of Science and Wonder* by Wick Walter (From "Soap Bubbles")**

There are few objects you can make that have both the dazzling beauty and delicate precision of a soap bubble.

Shown here at actual size, this bubble is a nearly perfect sphere. Its shimmering liquid skin is five hundred times thinner than a human hair.

Bubbles made of plain water break almost as quickly as they form. That's because surface tension is so strong the bubbles collapse. Adding soap to water weakens water's surface tension. This allows a film of soapy water to stretch and stretch without breaking.

When you blow a bubble, it looks somewhat like a drop of water emerging from a faucet. And just like the surface of a drop of water, the bubble's surface shrinks to form a sphere.

Designated ELD Vignettes

Vignette 4.2: Designated ELD Instruction in Transitional Kindergarten

Retelling Stories Using Past Tense Verbs and Expanded Sentences

Background: At the beginning of the year, six of Mrs. Campbell’s students were at the early Emerging level of English language proficiency, and by this point in the year, they’re able to express themselves using short sentences and learned phrases when they interact with peers in English. The other six were at the early Expanding level and are able to interact using English about a variety of topics and in more extended exchanges. Ms. Campbell and her colleagues plan their designated ELD lessons when they plan their ELA and other lessons in anticipation of and in response to their students’ language development needs for these content areas.

Lesson Context: Ms. Campbell works with her twelve EL children in two small groups of six in order to provide designated ELD instruction that is tailored to their language learning needs. The other children in the class engage in tasks at learning centers, some of them supervised by parent volunteers. In ELA instruction, Ms. Campbell has just guided her students to rewrite, or jointly reconstruct, the story, “The Three Little Pigs” (see Vignette 4.1 above). As she observed her students during their oral retellings of the story in English, she noticed that her ELs at the Emerging level of English language proficiency were not always using past tense verbs or expanding their sentences with much detail. She’d like for the children to feel more confident orally retelling stories, so she plans to focus on these two areas of language in her ELD lessons this week. Ms. Campbell’s learning targets and the cluster of CA ELD Standards in focus for today’s lesson are the following:

Learning Target: The students will retell the story in order using past tense verbs and expanded sentences.

Primary CA ELD Standards Addressed (Emerging level shown): ELD.PI.K.12a - Retell texts and recount experiences using complete sentences and key words; ELD.PII.K.3b – Use simple verb tenses appropriate for the text type and discipline to convey time ... ; ELD.PII.K.4 - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) ...; ELD.PII.K.5 - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) ...

Lesson Excerpts: Ms. Campbell invites the six EL children at the Emerging level of English language proficiency over to the teaching table. She tells them that today, they’re going to get to retell the story of the “Three Little Pigs” again, and that this time, they’re going to focus on adding a lot of details to their retellings and making sure listeners know that the story happened in the past. She points to the story map, which the class generated the previous week.

The Three Little Pigs				
<u>Characters</u>	<u>Setting</u>	<u>Problem</u>		
Three little pigs Big bad wolf Mama pig	The countryside Next to the forest	The wolf wants to eat the pigs, and the pigs don't want to be eaten.		
<u>Events</u>				
Once upon a time → ----- → ----- → ----- → The end				
Orientation	Complication			Resolution
Mama pig says goodbye. The three little pigs go to build their houses.	The first little pig builds a house of straw. The wolf blows it down.	The second little pig builds a house of sticks. The wolf blows it down.	The third little pig builds a house of bricks. The wolf can't blow it down.	The third little pig tricks the wolf and the three pigs live together in the brick house.

Mrs. Campbell places the same five pictures the students have already used for orally retelling on the table in front of them, and she hands each of the children a popsicle stick puppet (three pigs and three wolves). She explains that when there's dialogue, they'll each have a chance to act out how the character is saying the dialogue using the puppets.

Ms. Campbell: Children, let's retell the story together. The first time, I'm going to say what's happening, and then you're going to repeat what I say. I want you to notice how when we tell stories, we use words, or verbs, that tell us the story already happened, or it's in the past. So, we don't say, there are three little pigs. We say, there were three little pigs because it happened a long time ago.

Maria: Once upon a time.

Ms. Campbell: Yes, once upon a time means it happened a long time ago. And we don't say, the wolf blows the house down because that would mean it's happening right now. It happened a long time ago, in the story, so we say, the wolf blew their houses down. Say that with me – blew. I want you to listen for the words, or verbs, that let us know it happened a long time ago. I'll retell what's happening in each picture, and then you repeat after me. (Pointing to the first picture.) Once upon a time, there were three little pigs.

The children repeat what Ms. Campbell says as they retell the story using the pictures. In her retelling, she intentionally models expanded sentences (using adjectives and prepositional phrases) that contain details about the characters and events.

Ms. Campbell: The frightened little pig ran into his house.

Two of the Children: The frighten little pig run to his house.

Ms. Campbell: Let's say that again. Listen carefully. The frightened little pig ran into his house.

Children: The frightened little pig ran into his house.

After the children have retold the story with Ms. Campbell, she asks them to work in partners to retell the story (one partner has a wolf, and the other has a pig). As the children retell the story, Ms. Campbell listens carefully and provides strategic scaffolding.

Maria: The pig saw the wolf and he scared and he ran away.

Ms. Campbell: Yes, that's right. And how can we let people who are listening know a little more about the pig and the wolf? Are they little, are they big, are they nice, are they scary?

Maria: The little pig saw the big, scary wolf and he scared. He ran away to his house.

Rafael: The wolf huff and he puff and he blew the house down.

Ms. Campbell: That's wonderful that you said blew, Rafael! That let's us know the story happened in the past. But remember we have to show with all the action words that the story happened in the past, or a long time ago, so we have to say the wolf huffed and he puffed and he blew the house down. Say it with me. Ms. Campbell stresses the -ed suffix in the words "huffed" and "puffed" to make sure Rafael hears the endings, and she has him say the sentence with her to make sure he has guided practice.

She doesn't correct everything the children say, as she knows this might make them feel overly self-conscious and detract from their focus on meaning making. Instead, she is strategic with her corrective feedback and focuses primarily on past tense verbs and expanded sentences. As the children retell the story, Ms. Campbell uses a rubric based on the CA ELD Standards, to guide her observation of their oral retellings. The rubric provides her with information about individual students' progress in particular areas of English language development, and this information helps her plan subsequent lessons intentionally and provide strategic scaffolding during content instruction.

Teacher Reflection and Next Steps: Based on information from her oral retelling observation rubric, Ms. Campbell makes a note to continue to work on past tense verbs and expanded sentences with these six children in designated ELD for the rest of the week. She also makes a note to listen to the children carefully over the next couple of weeks as they retell stories during ELA instruction and at literacy stations to see if they begin to use past tense verbs and how they expand their sentences independently. She sends home with all of the children in the class a packet that contains the five pictures from the story, popsicle stick puppets, and the text of "The Three Little Pigs" in English and in Spanish with ideas for parents to read aloud and facilitate oral retellings at home in both languages. For these six children, she adds instructions for parents (in Spanish) to support their children to use past tense verbs and expanded sentences in English.

Lesson adapted from Derewianka and Jones (2012) Resources Websites: •Colorín Colorado has resources for ELs in preschool and TK(<http://www.colorincolorado.org>).•NAEYC has many "Messages in a Backpack" in both English and Spanish about how families can support their children's language and literacy development(<http://www.naeyc.org>).Recommended reading: Berkowitz, D. (2011). Oral Storytelling: Building community through dialogue, engagement, and problem solving. Young Children. NAEYC.

Snapshot 5.4 Designated ELD Connected to Science, Grades 2/3

In science, Mr. Chen is teaching his students about interdependent relationships in ecosystems. They have planted different kinds of plants in the school garden and are now determining which kinds of insects are beneficial or detrimental to the plants and why. The children engage in collaborative discussions about the informational texts they read on the topic, the multimedia they view, and what they observe in the garden and record in their science logs.

During designated ELD, Mr. Chen works with the ELs at the Bridging level of English language proficiency. He facilitates a discussion about the language used in the science informational texts the class is reading and language needed to engage in science tasks, such as observing insects in the garden and then discussing the observations or recording them in writing. This language includes domain-specific vocabulary (e.g., beneficial insects, pests), general academic vocabulary (e.g., devour, gather), and adverbials, such as prepositional phrases (e.g. with its proboscis, underneath the leaf, on the stem). He highlights some of the language patterns in the informational texts students are reading (e.g., most aphids, some aphids, many aphids), as well as some complex sentences with long noun phrases that may be unfamiliar to students (e.g., As they feed in dense groups on the stems of plants, aphids transmit diseases. Whereas the caterpillars of most butterflies are harmless, moth caterpillars cause an enormous amount of damage...). He guides the students to "unpack" the meaning in these phrases and sentences through lively discussions.

Mr. Chen provides these examples from the texts and tasks as a model for students to draw upon, and he structures opportunities for the students to practice using the new language. He asks them to provide rich oral descriptions of the characteristics and behavior of the butterflies they have been observing, using their science journals and books the

students have at their tables. To support their descriptions, he shows them a chart where he has written the words “characteristics” in one column and “behavior” in another. The class briefly generates some ways to describe the physical characteristics (e.g., head, thorax, abdomen) and behavior (inserts its proboscis ..., gathers pollen on its legs ...), and he writes these brainstormed phrases and words on the chart.

The students first describe the characteristics and behavior orally in partners, using a chart Mr. Chen has provided to ensure that the conversations are extended. The chart has reminders for students for effectively contributing to conversations (e.g., take turns, ask good questions, give good feedback, add important information, build on what your partner says).

Following their collaborative conversations, the students write their descriptions in their science journals. Mr. Chen reviews the students’ short written descriptions, using a rubric based on the CA ELD Standards and tailored to the writing goals of this unit of study, in order to gain a better understanding of which language resources students are “taking up” and feeling confident about using and which language resources he needs to focus on more intensively.

Primary CA ELD Standards addressed in Designated ELD: ELD.2-3.1, 4, 6, 10, 12b/12; ELD.PII.2-3.3-7

Vignette 6.4 Designated ELD Instruction in Grade Five: Learning about Cohesion

Background: During designated ELD, Mr. Rodriguez delves deeper into the language of the texts the class is using for their ecosystems research projects (see Vignette 6.3 above). Mr. Rodriguez and his fifth grade teacher colleagues are all teaching the same integrated ELA and science unit. This makes it possible for them to share students when they regroup for designated ELD and focus instruction that builds into and from science and ELA, targeting their students particular language learning needs. For his ELD class, Mr. Rodriguez works with a large group of EL fifth graders who are at the Bridging level of English language proficiency while one of his colleagues works with a small group of students at the Emerging level who are new to English and another works with the native English speaking students and reclassified EL students.

Lesson Context: In integrated ELA and science instruction, Mr. Rodriguez has focused on text structure and organization and has taught his students general academic and domain-specific vocabulary pertaining to the ecosystem unit. He’s also worked with his students, particularly during writing instruction, on structuring their sentences and paragraphs in grammatically more complex ways, according to the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Even so, he observes that some EL students at the Bridging level of English language proficiency experience challenges reading some of their complex science texts, and when they write, sometimes their texts are choppy and don’t hang together very well. The learning target and cluster of CA ELD Standards in focus for today’s lesson are the following:

Learning Target: The students will discuss ways of using language that help create cohesion, including connecting and transition words and words for referring.

Primary CA ELD Standards Addressed (Bridging level shown): ELD.PI.5.6 - a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support; ELD.PII.5.2a - Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts; ELD.PII.5.2b - Apply increasing understanding of

how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.

Lesson Excerpts: Today, Mr. Rodriguez is teaching his students how to identify words and phrases that help create cohesion in texts, in other words, that help texts —hang together|| or flow.

Mr. Rodriguez: Today, we're going to discuss some of the ways that writers help guide their readers through a text. They use different words and phrases and other language to make sure that their texts —hang together|| and —flow.|| These words help to link ideas throughout a text, and they help the reader —track|| the meanings throughout the text. We call this way of using language —cohesion.||

Mr. Rodriguez writes the word —cohesion|| on a chart, along with a brief explanation, which he says aloud as he writes:

<p>Cohesion:</p> <ul style="list-style-type: none"> • how information and ideas are connected in a text • how a text —hangs together and flows
--

Mr. Rodriguez: Sometimes, it might be hard to see the language that creates cohesion in a text, so we're going to discuss it. We're going dig into some passages you've been reading in science and take a look at how writers use some of this language so that it will be easier for you to see it in the texts you're reading for your research reports. Once you start to see the many different ways that writers create cohesion in their writing, you'll have some more ideas for how you can do that when you write your own ecosystem information reports.

Using his document reader, Mr. Rodriguez displays a short passage from a familiar text the students have been reading in science. The text is quite challenging, and Mr. Rodriguez has spent a fair amount of instructional time on the language and content of the text, including showing the students where —nominalization|| occurs (e.g., modification, flood protection, water diversions) and teaching them the meaning of some of these words. Mr. Rodriguez models, by thinking aloud and highlighting the text, how he identifies the language in the text used to create cohesion. The passage he shows them is provided below:

Wetlands perform many important roles as an ecosystem. One is to provide an important habitat for birds, fish, and other wildlife. Another is to contribute to flood protection by holding water like a sponge. By doing this, they keep river levels normal and filter the water. However, California's wetlands are in danger, and their ability to perform these important roles is threatened. Unfortunately, they continue to be drained for agriculture or filled for development. Other activities that harm them include modifications to the watershed such as dams or water diversions, not to mention climate change. Consequently, California has lost more than 90% of its wetlands, and today, many of the ones remaining are threatened.

Mr. Rodriguez starts by highlighting the terms that may be more familiar and transparent to students: however, unfortunately, consequently. He briefly explains the meaning of the words and notes that these —text connectives|| are very useful for helping readers navigate through texts. He continues by delving a little deeper into the cohesive language in the passage by explaining that —however|| is signaling to the reader that something different is going to be presented,

and that it will contrast what came right before it. He models confirming this idea by reading the rest of the sentence and then reading from the beginning of the passage.

Mr. Rodriguez: However, California’s wetlands are in danger, and their ability to perform these important roles is threatened. Hmm ... I know that what it’s saying here is contrasting with what came right before it. In the beginning, it was discussing all the great things that ecosystems do, or the important roles they have. Then, it says that they are having a hard time doing these things. So the word —however|| links the ideas that came right before it with the new information.

When he comes to the word —unfortunately,|| he explains that this word signals to the reader that something negative is going to be presented, and he confirms this by reading on. When he comes to the word —consequently,|| he asks his students to briefly discuss with one another what they think the word is doing to help the text —hang together,|| or connect the ideas in the text.

Ernesto: I think that when you use the word —consequently,|| you’re saying that something is happening because something else happened. Like, —consequently|| means —it’s a result.||

Mr. Rodriguez: Can you say more about that? What ideas is the word —consequently|| connecting this text?

Ernesto: (Thinks for a moment, then points to the document reader.) Right there, where it says —they continue to be drained|| and —other human activities|| ... like, modif ... modifications and dams.

Talia: And climate change. That does it, too.

Mr. Rodriguez: So, what you’re saying is that the word —consequently|| is linking those activities - draining for agriculture, filling in the wetlands, making dams or water diversions, and climate change – it’s linking those activities with ...? Turn to your partner and discuss what you think the word —consequently|| is connecting those activities to.

The students grapple with this question, but through scaffolding Mr. Rodriguez provides, they determine that the word —consequently|| connects the activities to the resulting loss of and threat to wetlands. Mr. Rodriguez continues to model how he identifies the other language in the text that creates cohesion, including pronouns that refer back to nouns (e.g., they, their) and other —referring|| words that may not be as obvious. For example, he explains that the words —one|| and —another|| refer to —roles,|| which appears in the first sentence. He highlights other referring words and the words they refer back to, and he draws arrows between them to make the reference clear. After modeling one or two examples, he asks the students to tell him what the words are referring to, and he marks up the text with additional arrows so they can see clearly what is being referenced. The passage he shows, along with the language he highlights through the course of his modeling, is provided below:

Wetlands perform many important roles as an ecosystem. One is to provide an important habitat for birds, fish, and other wildlife. Another is to contribute to flood protection by holding water like a sponge. By doing this, they keep river levels normal and filter the water. However, California’s wetlands are in danger, and their ability to perform these important roles is threatened. Unfortunately, they continue to be drained for agriculture or filled for development. Other activities that harm them include modifications to the watershed such as dams or water diversions, not to mention climate change. Consequently, California has lost more than 90% of its wetlands, and today, many of the ones remaining are threatened. (adapted from the State of CA Environmental Protection Agency, http://www.mywaterquality.ca.gov/eco_health/wetlands/)

After Mr. Rodriguez has modeled this process, he provides them with similar passages, and he asks them to work in pairs to locate the —cohesion|| words by following the same process he modeled for them. At the end of the lesson, he asks the students to share what they found and to explain how the words they highlighted create cohesion in the text by linking ideas and information. The class generates a list of —cohesion|| words they found, which Mr. Rodriguez writes on chart paper. Later that week, the students will work in small groups to categorize one type of cohesive language, text connectives. The chart will be posted so that the students can draw upon the language when they write their research reports. Mr. Rodriguez chooses the categories, but the students decide where the words go (with his guidance), and they agree on a title for the chart, provided below.

Language to Connect Ideas (Cohesion)

Language to Connect Ideas (Cohesion)		
Adding	Contrasting	Sequencing
in addition furthermore similarly also	however despite this instead otherwise unfortunately	to start with to summarize in conclusion finally
Cause/result	Time	Clarifying
therefore consequently because of this in that case	next meanwhile until now later	that is in other words for example for instance
Words for referring: they, their, it, them, this, these, those, one, another, the ones		

Teacher Reflection and Next Steps: After teaching these lessons on cohesion, Mr. Rodriguez observes that many of his students begin to use the language resources in their writing. For example, instead of repeating the word —ecosystems|| in each sentence (e.g., Ecosystems are ..., Ecosystems have ..., Ecosystems can...), they use pronouns to refer back to the first time they used the word. Similarly, many of his students begin to use the connecting words listed on the chart the students made during designated ELD. He also notices that his students are becoming more aware of this type of language as they encounter it in the texts they read, and throughout the day, his students tell him when they find other examples of cohesion.

Lessons based on Gibbons (2002), Christie (2012), Derewianka and Jones (2012), Martin and Rose (2012), Schleppegrell (2010); Spycher & Nieves (forthcoming)

Vignette 7.2 Designated ELD Instruction in Sixth Grade

Close Reading of an Autobiographical Narrative: Determining Key Ideas and Details through Analysis of Connectors

Background: During designated ELD, Mr. Pais teaches a class of students at the Expanding level of English language proficiency. Most of the students first entered school in the United States about a year ago, and have exited the Emerging level into his class. The students are fairly fluent in everyday spoken English; Mr. Pais focuses on intensive study of oral and written academic language.

Lesson Context: Mr. Pais has consulted with Ms. Valenti so that he knows what the students are working on in ELA, and which areas she sees for improvement. Ms. Valenti noticed that while the English learners were engaged with the

narrative text, understood the main ideas, and could contribute to class discussions, they had more difficulty pointing to particular details in the text that supported the central idea, and in paraphrasing the author’s ideas.

Learning Target: Students will analyze connectors in sentences and across paragraphs to better understand how to identify the key idea and details in a passage; they will also practice using connectors in their own writing when paraphrasing ideas in the passage.

Primary CA ELD Standards Addressed (Emerging level shown): ELD.PI.6.1 - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas; ELD.PI.6.6b - Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs; ELD.PI.6.10b - Write increasingly concise summaries of texts and experiences using complete sentences and key words; ELD.PII.6.6 - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas.

Lesson Excerpt: Mr. Pais goes through the selection of text the students studied in ELA class, making sure the students understand the vocabulary and sentence structures, and pointing out how these linguistic elements combine to make the author’s story vivid and compelling. For example, he may break down a complex sentence to help students see the meaning in each part, and how the whole creates a picture of the narrated event. He checks that the students know key vocabulary (in boldface), asking students to volunteer if they know the meaning and can explain it to the others. For this lesson he has on hand a set of dominoes so that students can use them Draft ELA/ELD Framework for first public review December 2013-February 2014 both to explain what dominoes are and to demonstrate the way the author and his father piled up the tiles. He also points out the meaning and use of connectives (in boldface and italics) within the sentence. He begins by reviewing and analyzing text using -wh questions.

“We played with them, my father setting them up vertically on my highchair like dominoes, and I would push one end so they would all go down.”

We played with them, (what did the author and his father do?)

my father setting them up (what did his father do with the tiles?)

vertically (how did he set them up?)

on my highchair (where did he set them up?)

like dominoes, (what did they look like?)

and I would push one end (what did the author do next?)

so they would all go down. (why did the author push them?)

Mr. Pais then gives students a graphic organizer so that students can sort the different elements of the sentence into a detail/key idea structure. In this way, students recognize that there are three details that describe how the dominoes were set up: “vertically”, “on the highchair”, and “like dominoes”.

Next, Mr. Pais expands the graphic organizer so that “my father setting them up” becomes a detail—one of three attached to an unknown main idea. Students are asked to figure out what the other two details are, as well as the main

idea that draws them all together. By pointing out the connectors (underlined above), Mr. Pais guides students until they see that “my father setting them up”, “and I would push one end”, plus “so they would all go down” are all similar and linked—these are the details. Mr. Pais asks what these details all have in common? After students can identify that the clauses all describe the process of playing with the tiles, they then highlight the specific text that matches that idea: “We played with them”.

Mr. Pais continues to guide the students in annotating the text, discussing its meaning, and asking students to take turns paraphrasing select sentences. He scaffolds their participation and understanding by providing graphic organizers and charts that depict relationships between key ideas and details and provide a visual representation of how to paraphrase. He thinks aloud as he explains a step-by-step process by which words are used as resources that can be substituted to construct paraphrasing. Finally, students are asked to craft a compound or complex sentence that paraphrases the main idea of playing with tiles while also incorporating the three details. Students are encouraged to use connectors and words that are similar but not identical to those in the original text.

As a final step, Mr. Pais then expands the organizer further, and asks students if all three paragraphs can be organized under a main idea. He guides the class to find any connecting words (e.g., at the start of the paragraphs, the subordinate adverbial clauses). Once identified, students discuss the relationships that are indicated by those connectors as well as how they relate to each other. In particular, Mr. Pais points out the way the father contradicts the narrator’s mother with the conjunction “but”. With the three paragraphs distilled into three details on the graphic organizer, the class then discusses the pattern or theme common to all three and identifies a sentence from the text that represents the central idea (result) of the entire excerpt. Again, this exercise concludes with students writing two compound or complex sentences that incorporate both the main idea and the three details of the excerpt. Mr. Pais requires that their writing include three details, just as the excerpt does. Students are further required to include three descriptive details, similar to the sentence that addresses how the tiles were set up (from the first part of the lesson).

Mr. Pais has also selected a few academic vocabulary words to focus on, making sure to expand students’ breadth and depth of vocabulary across content areas. For example, in the focus on the word elementary (“It’s a kind of elementary mathematics”) he makes sure students understand the variety of meanings of the word, including common phrases or idioms, and their use in science and mathematics. Since most of his students are native Spanish speakers, he also elicits their knowledge of cognates, and he and the students compare and contrast the meanings and uses of the word in Spanish and in English. The lesson also includes attention to suffixes that change part of speech: -ary, -al. The students work in groups to create charts or maps of the variety of forms and meanings of the new vocabulary words and phrases they are studying.

Example of forms and meanings to include in the vocabulary chart/map:

elementary

- Multiple meanings: elementary school; elementary concept; the elements (weather)
- Chemistry, mathematics: element, elements, elementary
- Idioms/Phrases: “Elementary, my dear Watson,” the popular phrase attributed to fictional character Sherlock Holmes; “in one’s element;” “brave the elements”

- Parts of speech: element (n.); element+s (n. pl.); element+ary (adj.); element+al (adj.)
- Spanish cognates: elemento, elemental

To conclude, Mr. Pais assigns students the task of rereading the passage and refining their answers to the questions discussed in class and their paraphrasing orally and in writing asking students to take turns paraphrasing select sentences. When students are done, he asks them to reflect on their learning and rate their knowledge about paraphrasing a main idea as follows:

3 = I got it 2 = almost there 1 = not there yet

Next Steps: Mr. Pais collects student work in order to share with Ms. Valenti as they collaborate to plan next instructional steps. His English learners are now ready to go back into ELA class to continue analysis of the autobiographical narrative with deeper understanding of its meaning and structure.

Lesson based on grade six close reading lesson at achievethecore.org.

Resources

The original lessons and complete reading text are available at: <http://achievethecore.org/page/239/the-making-of-a-scientist-by-richard-feynman>

Achieve the Core has other CCSS-aligned lessons at each grade level as well as student work samples: www.acheivethecore.org



Academic Language Checklist

Grammatical Form		Examples in Text <i>What does it do?</i>
Word Level <i>A single distinct meaningful element of speech or writing</i>		
Functional Language <i>(therefore, similarly, previously)</i>		
Cross-domain academic words <i>(establish, analyze, fluctuate)</i>		
Shades of Meaning Precise words used in place of common words <i>(sobbed, impress, grievance)</i>		
Domain Specific Words <i>(photosynthesis, democracy, divisor)</i>		
Verb Tenses	Present <i>Simple (talk, talk)</i> <i>Progressive (am/is/are talking)</i> <i>Perfect (has/have talked)</i>	
	Past <i>Simple (talked)</i> <i>Progressive (was/were talking)</i> <i>Perfect (had talked)</i>	
	Future <i>Simple (will talk)</i> <i>Progressive (will be talking)</i> <i>Perfect (will have talked)</i>	
Modals Auxiliary: <i>must, will, should, need to, could, might</i> Adverb: <i>definitely, absolutely, certainly, probably, apparently, possibly, perhaps, maybe</i>		
Nominalizations <i>The destruction of the rainforest...</i> <i>The strength of...</i>		
Phrase Level <i>A group of related words that are a component of a clause</i>		
Verb Phrases A verb and its auxiliaries <i>The students should be done with the exam by noon.</i>		
Noun Phrases A noun plus its modifiers, including articles and adjectives <i>That very fat green frog on the rock...</i>		

Prepositional Phrases		
A preposition, object of preposition (noun or pronoun) and sometimes other modifiers <i>The lady with the blue hat. It is under the table.</i>		
Adverb Phrases		
Group of words that functions as an adverb in a sentence <i>She was talking in a loud voice. She always drives with care. He will return in a short while.</i>		
Figurative Language		
<i>Similes, metaphors, idiomatic expressions</i>		
Clause/Sentence Level <i>A group of words that contain a subject and a verb</i>		
Complex Sentences		
Contain an independent clause and at least one dependent clause joined by a subordinating conjunction (e.g., because, when, if, unless, although) or relative pronoun (e.g., that, who, whom, which, whose) <i>If you want to graduate, you need to pass your classes.</i>		
Compound Sentences		
Contain two or more independent clauses joined by a coordinating conjunction (e.g., and, but, yet, or, so) <i>Earthworms don't have any legs, but they do have five hearts.</i>		
Compound-Complex Sentences		
Contain at least two independent clauses, and one or more dependent clauses <i>Although I'd love to go to the soccer game, I haven't finished my homework yet, and I also need to wash the dishes.</i>		
Text Level <i>A sequence of paragraphs that represents an extended unit of speech</i>		
Register		
Passive and Active Voice		
Organizational Structure		
<i>argument, informational, narrative</i>		
Cohesion	Pronoun Reference	
	<i>The first settlers hunted for their food. They mostly caught quail.</i>	
	Synonyms	
<i>The Pacific Ocean is a habitat to many animals. That vast body of water...</i>		
Connectors		
<i>e.g., in contrast, consequently, next</i>		

Routine for Teaching Language Features and Conventions

1. Choose a language feature focus based on

- A text
- ELD Standards
- GA CCSS Language Standards
- Student needs

2. Point out the feature during reading through

- Text dependent questions, for example:
 - *Why did the author use _____ in this sentence?*
 - *How would the meaning of the sentence change if the author used _____ instead of _____.*
 - *What does _____ mean in this sentence? How do you know?*
- Sentence deconstruction strategy (questions with student talk)

3. Explain why and how the feature is used

- _____ tells us that _____. We use _____ when we want to _____.
(Ex: *Might* shows us that we aren't sure if something is going to happen.)

4. Show students examples of the structure in varied contexts

- Student friendly examples (*You **might** win the game if you practice enough.*)
- Other texts
 - Texts class is reading
 - "Hunts" as students are reading together or independently
- Sorts
 - Have students sort words by categories such as verb tense, conditional vs. non-conditional, etc.

5. Provide students with a context to practice the structure

- Language patterns linked to a graphic organizer (_____ *might* _____ *if* _____.)
- Speaking and writing

6. Connect the focus language/ structure back to the content being studied and continue to reinforce its use

- Ask a question that requires the students to use the language about a text the class is reading



Orchestrating Classroom Conversations

According to the Common Core State Standards, *“to build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.”*

An important part of teacher implementation of the Common Core Standards will be the orchestration of classroom academic discussion based on text. The CCSS Speaking and Listening standards themselves identify specific skills students need to successfully engage in academic collaborative conversations. It will be important for teachers not only to establish classroom routines and protocols, but to model specific behaviors and prompts when leading daily whole class discussions. Too often, in the interest of time and coverage, our classroom exchanges have been a game of “ping-pong” with teachers tossing out questions and students trying their best to return them to score a “point.” The process continues with more serving and returning between teacher and individual students. This process not only doesn’t engage students in collaborative academic discussion to deepen their thinking skills, it doesn’t model the protocol and processes we want them to follow when engaged in partner and small group discussions on their own.

The Common Core State Standards call for students to follow the rules of discussion. Students can work with the teacher to establish the rules, but it is important to have agreed upon classroom rules. These rules might be modified according to grade level, but could include:

- Identify and contribute to a group’s purpose and goals
- Organize the thoughts and information before speaking in order to communicate clearly
- Stay on topic
- Listen actively to understand the speaker
- Wait for a turn to speak. Allow others to complete their thoughts before taking your turn.
- Make sure everyone is heard
- Reflect before reacting to others’ input
- Use respectful word choices and appropriate voice

The first step in moving toward true academic collaborative conversations in the classroom is to be consciously aware of how classroom conversations are orchestrated through teacher prompts and scaffolded student responses. Below, we highlight specific collaborative conversation skills as identified in Common Core State Standard ELA, Speaking and Listening Standard 1, and provide examples of prompts and responses to support those specific skills. A teacher might start by making it a point to use the prompts herself when orchestrating whole class conversations. The teacher can also create a chart or provide the students with response cards with the response frames and teach them how to use them through modeling and practice. The goal is for students eventually to use the prompts and responses themselves in whole class, small group, and partner discussions; first with the support of discussion cards or charts and then eventually on their own when the language has been internalized. These frames need to be modeled. With younger students or English learners at the Emergent level, a teacher might choose to introduce one or two response frames for a particular category, gradually adding categories and then continuing to add frames to categories over time to build the class repertoire of collaborative language. These frames can also be introduced and practiced through group games. Some examples follow the prompts and responses.

Language to Support CCSS Speaking and Listening Standard 1

Teacher/ Student Prompts

Responses

Building on Others' Ideas; Link Comments to Others' Comments

- | | |
|--|---|
| <ul style="list-style-type: none"> • How does your idea connect to ____'s idea? • Who has an idea to share? • Who would like to build on what ____ said? • We haven't heard from you, _____. What would you like to add to the conversation? • Would someone like to add on? • Who agrees with _____? • What other ideas or examples relate to this idea? | <ul style="list-style-type: none"> • You made a good point when you said _____. • My idea is related to _____'s idea. I think _____. • My idea builds on _____'s idea. I think _____. • I see what you're saying. I agree because _____. • I'd like to piggyback on that idea. I think _____. • Yes, and I also think that _____. • I agree with that because _____. |
|--|---|

Ask Clarifying Questions

- | | |
|---|---|
| <ul style="list-style-type: none"> • Do you have a question about what _____ said? • Who has a question about the ideas presented so far? • If you aren't sure, perhaps you can ask a question to help clarify. • _____, what part of the discussion do you need clarified? | <ul style="list-style-type: none"> • I have a question about what you said about _____. • Do you mean that _____? • Could you expand a little on what you said about ____? • Could you give an example of what you mean by ____? • Could you explain that again, please? • I don't understand. Can you repeat that? |
|---|---|

Paraphrase Another's Comments

- | | |
|---|--|
| <ul style="list-style-type: none"> • What are the main points and the reasons/ evidence that _____ mentioned? • What did _____ just say? • Who can lead me through what _____ said again? • Who can paraphrase what _____ said? • Who can restate what _____ said and put it in their own words? | <ul style="list-style-type: none"> • When you said _____, do you mean ____? • The reasons he/ she stated include _____. • In a nutshell, she/he said _____. • So you're saying that _____. • To paraphrase what you said, you _____. • Let me see if I understood correctly, you said _____. • In other words, you think _____. |
|---|--|

Review the Key Ideas Expressed; Summarize; Synthesize

- | | |
|---|--|
| <ul style="list-style-type: none"> • Who can summarize the key ideas stated so far? • Who can summarize what has been said? • What can we conclude based on our discussion? • _____, what have you heard that we all agree on? • _____, what are the main ideas that have been stated? | <ul style="list-style-type: none"> • The main point is _____. • The main ideas are _____. • In summary, _____. • To synthesize, we said _____. • We all agree that _____. • We can conclude _____. |
|---|--|

Cite Evidence from the text

- | | |
|---|--|
| <ul style="list-style-type: none"> • What is the evidence for that? • Where in the text did you see the evidence for that claim? • What's your evidence? • How did you arrive at that conclusion? • What convinced you? • Can you prove that to us? | <ul style="list-style-type: none"> • On page ____, paragraph ____, the author says _____. • When I read ____ on page ____, I thought that _____. • I think the text supports my thinking on page _____, paragraph _____, by stating that _____. • Another example of _____ is on page _____, paragraph _____, where the author states _____. • I think _____ because in the text it says _____. |
|---|--|

Disagree Respectfully

- | | |
|--|--|
| <ul style="list-style-type: none"> • Does anyone have another idea? • Does anyone see it differently? • Who has a different thought? • Who disagrees? • Who has another way to look at it? • Who wants to present another perspective? | <ul style="list-style-type: none"> • I see what you're saying, but I think that _____. • Another way to look at it is _____. • I do agree with what you said about _____, but I think _____. • I see it another way. Based on _____, I think _____. • Another possibility might be _____. |
|--|--|



Games to foster CCSS Speaking and Listening Skills

The following games can be used to teach skills required for collaborative conversations. They can be used at the beginning of the year or anytime during the year when the teacher notices that students need to build skills required for success in partner, small group, and whole class collaborative conversations.

Paraphrase Passport *(adapted from Adaptive Schools)*

Purpose: For students to practice paraphrasing and asking clarifying questions with motivating and simple topics to apply those skills to academic conversations.

- Choose a photo, picture, video clip, or short motivating text as a conversation stimulus. If necessary provide students with a prompt to start discussion.
 - What is interesting about _____?
 - What do/did you notice about _____?
 - Do you agree with _____?
- Student 1 makes a statement.
- Student 2 paraphrases statement before responding with a statement or question.
- Student 3 makes a synthesis paraphrase of statements 1 & 2 responding with a statement or question.

20 Questions

Purpose: For students to practice summarizing and asking questions with motivating and simple topics to apply those skills to academic conversations.

- 1st student thinks of a noun and writes it on a slip of paper.
- 2nd student asks a question, “Are you thinking of something that is alive?”
- 1st student responds, “No, the thing I am thinking about is not alive.”
- 3rd student summarizes what is known so far and asks a new question. “Since we know the thing is not alive, it is not a person so it must be a place or a thing. Are you thinking of something that is outside?”
- 1st student responds, “Yes, I am thinking of something found outside.”
- 4th student summarizes what is known so far, (“We know that the mystery object is outside and is a thing.”) and asks a new question.....

And Then... Story

Purpose: For students to practice building on others' ideas with motivating and simple topics to apply those skills to academic conversations.

- Teacher or students select the setting and character(s)--- possibly using an image e.g., *Big Bad Wolf on the beach*
- 1st student begins the story with the character and setting creating some predicament for the character, e.g., *The Big Bad Wolf was laying on the beach reading a book and realized she forgot to put on sunscreen. The only person she noticed was in the water and seemed to have a lot of arms. So she went to the edge of the water to ask for some help with the sunscreen and was suddenly completely trapped by eight strong octopus arms.....*
- 2nd student continues the story by describing a solution for the character, then placing the character in another difficult situation before passing the story to the next student
 - *The Big Bad Wolf remembered that her grandmother always told her octopi are extremely ticklish, so she used her toes to tickle the octopus and she quickly escaped, leaving the octopus laughing in the waves.*

Register Change Game

Purpose: For students to practice both identifying the differences between formal/academic versus formal registers and changing language to a more formal register

- Brainstorm list of ways to communicate ideas/ thoughts in an informal way and then corresponding ways to convey the same message in different registers and according to different audiences
- Print and cut apart the various statements and ask students to work in their small collaborative groups to sort the cards/ slips of paper. Remind the students to negotiate respectfully and to justify their opinions with evidence.
- Once the cards are sorted, guide students in a whole class conversation about what characteristics distinguish one group of statements from the others. Guide the class in labeling each group of statements by intended audience.
- Have the students return to the cards and match the statements according to meaning/ purpose. (e.g., "Hey! What's up?" ----- "Hello, how are you today?")
- Call and response with the matched cards: One person discreetly chooses a statement and reads it aloud, everyone else looks for the corresponding statement and chorally responds.
- Challenge students to think of ways to modify the statements to provide yet another way to communicate that particular message.
- Challenge the class to hunt for quotes (on television, radio, conversations, print, etc.) and bring the quote to class. Each table group has 5 minutes to think of a target audience and rewrite the message/ statement,

changing the register. Groups read aloud their new statements and other groups guess the intended audience.

What Would You Do With....?

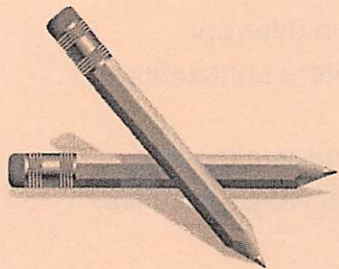
(inspired by the books *What Would You Do With a Tail Like This?* and *Runaway Bunny*)

Purpose: For students to practice asking and answering questions using conditional forms and modals to hedge, or express degree of certainty

- Can be used in partners, small group, or large group settings
- Teacher or student poses a question, “What would you do with oranges like these?”
- Other students respond. “If I had oranges, I would squeeze them to make fresh juice.”
- Students can agree and build on each others’ statements or disagree and offer another option.
 - “I like ___’s idea but If I had oranges, I would use them to play a bowling game on the grass.”
- “___ makes an interesting suggestion. However, If I had oranges, I would cut them up and share them at my soccer game.”
- Teach students to substitute different modals to express different levels of certainty, e.g., *may, might, can, could, would, should*.

Cooperative Paragraph Writing -

(from Project GLAD)



Purpose: to foster students' ongoing development in producing academic written language across content areas with a particular emphasis on connecting and condensing ideas, modifying sentences to add details, and citing sources.

1. Teach text-based unit of study through a variety of sources. Develop vocabulary, target language structures, and content knowledge through multiple lessons and make this learning evident through note-taking, room charts, pictures, logs, etc.
2. Choose writing genre focus and expose students to mentor texts and rubric (consult district materials).
3. Provide students with a well-crafted, academic sentence that clearly sets topic and genre for your paragraph based on unit and rubric. (Students will take this sentence as a cue and 'rise to the occasion').
4. Students work in groups to orally agree upon a sentence that supports the topic. If groups need further scaffolding to achieve equitable interactions consider assigning roles like facilitator, reporter, etc.
5. Groups report sentence orally to teacher. If sentence does not repeat another group's information too closely the group is given 'ok' and provided a colored pen and sentence strips to record sentence. If it repeats, the group will need to try again.
6. As groups finish you can have them place sentences in a pocket chart at random order or have a representative stand in line showing sentence to whole class. (If you are editing same day having them stand in line can help the process move faster. Read sentences aloud and have students move into a 'first-draft' order.)
7. Read paragraph out loud pointing out structures, vocabulary, and content knowledge that is interesting and engaging. (Focus on Responding only - not making changes). This is a great place to stop and come back to project next day.
8. Reread paragraph and ask for revision suggestions. (This will be initially very teacher-heavy!). Focus on revision - not editing. Try to ignore spelling, etc. unless it substantially interferes with meaning. Remove, combine, and add content with scissors, tearing, and writing. Stress metacognition and think-alouds as you are revising - reread aloud each time. Pay attention to colors in paragraph - this allows you to ensure that every group is still represented in the finished product.

9. One revising is done, (you can go over several times focusing on different strands of your rubric if desired - rereading aloud each time) write a concluding sentence as a class.
10. Check your paragraph for form. Tear and move strips to show indentation and writing to margins. You can also teach where and when to divide words from line to line if applicable.
11. Now go back through to edit - focus on one pre-taught skill at a time. (Refer to rubric to help you limit - it does not need to be perfect!). Consider capitalization, spelling, verb agreement and specific needs based on your students' errors.
12. Leave revised and edited paragraph up in room.
 - Recopy onto new sentence strips for group work in ordering sentences, then phrases, words and even letters depending on student needs. (Process goes whole-to-part). Ask students to explain ordering choices - stay away from affirming...make students dependent on source.
 - Type paragraph onto individual sheets for fluency practice, illustration, partner reading, homework, etc. Students can also cut up and use paragraph for individual ordering and word work practice.

Tips:

- This can be a challenging activity! Don't get discouraged if it's difficult...be transparent with students that writing can be difficult! Try to schedule paragraph so that sentences are written on one day and editing is done on another - this gives you time to make an editing 'plan'.
- This process is collaborative! The sharing of ideas should be encouraged. You can introduce frames such as, "Building off _____'s idea, _____" or "_____ 's point makes me consider _____" for use during pre-writing discussions.
- Students can participate through dictation and/or group writing depending on age and language abilities.
- Do NOT give out pens until group has decided on sentence and you have approved.
- When you have done this successfully whole class a few times have small groups try it. Establish a 'facilitator' and give each student in group a different colored pen.
- Divide certain aspects of a topic and have groups contribute to make a multiple paragraph essay together.
- Try out some of the process on Google Docs or Padlet.
- Remember to Respond, Revise and Edit...we typically spend most of our time on editing which is not stressed in either Common Core or SBAC. The revision process is much more heavily weighted.

Save the Last Word for Me

- **Identify 3 quotes** from a piece of text which you deem to be critical or which made an impression
- **Write each quote on a SEPARATE index card**, on the back side of the index card **write the reason you chose that particular quote**

You should have **3 index cards, each with a different quote**

1. Person A reads one of the quotes verbatim from the card/article.
2. Person B makes a brief comment on Person A's quote.
3. Person C makes a brief comment on person A's quote.
4. Person A briefly states why he/she chose that quote.
5. Person B reads one of the quotes.....and the process repeats.

*****Tips:**

- This is not a conversation! Resist the temptation to cross-talk!
- Keep the groups to 3 or 4.
- Modify this activity by having students highlight their quote instead of copying it and writing their rationale for choosing it on an index card or post-it note.



Scaffolding Routines for English Language Development

Collaborative

Partner and small group interaction

Purpose:

- To provide opportunities for peer-to-peer scaffolding
- To provide opportunities to practice oral academic language
- To motivate and engage students
- To prepare students for college and career
- To meet CCSS Speaking and Listening standards

How to:

- Establish partnerships and small groups (4 is ideal) in your classroom
- Establish classroom rules for academic conversations (See *Orchestrating Classroom Conversations*)
- Set and model procedures for partner, small group, and whole class discussion and interaction
 - Consider CCSS Speaking and Listening Standard 1:
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - (b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - (d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - Model effective academic discussions when you are facilitating classroom conversations by avoiding the “ping pong” approach mentioned in *Orchestrating Classroom Conversations* and by modeling the “moves and language” (building on others' ideas; asking clarifying questions; paraphrasing others' comments; summarizing and synthesizing; citing evidence from the text; disagreeing politely) of academic discussions.
 - Conduct “fish bowls” (where class is observing a group of their classmates engaged in discussion) for students to observe both examples and non-examples of collaborative academic conversation
 - Provide opportunities often for partner interaction during whole group discussions
- Provide **sentence starters** to support student interaction (See *Orchestrating Classroom Conversations*)

The Background Overview

Purposes:

- To access and build students' background knowledge
- To pre-teach key vocabulary and concepts needed to understand the text
- To motivate students to read

How to:

- Analyze the text to uncover:
 - necessary prior knowledge needed
 - concepts
 - historical context or setting in literature
 - important vocabulary that can't be defined in context by your learners
 - how you might make the text relevant for students
- Select the concepts and vocabulary that need to be pre-taught, but be careful not to give too much away. The goal is to make students want to read the text and help them be successful at it, while not teaching them what the text says or giving away things they could comprehend from a close read.
- Choose one or more methods to deliver the concepts and vocabulary identified for your background overview:
 - **Pictorial or graphic organizer**
 - Create (in pencil) a graphic that includes the target information and draw (trace with marker) and label it in front of the students
 - Provide student friendly definitions and examples for vocabulary
 - Solicit choral response/echo for vocabulary and key phrases
 - Stop periodically to have students summarize with a partner
 - **Video clip**
 - Set the purpose for watching the video clip
 - Stop the video at key points to allow students to process and to check for understanding
 - **An easier text**
 - Choose a text that will build the necessary background knowledge for the more complex focus text
 - Set the purpose for reading the text (related to the focus text they will read)
 - Text may be read by students independently or with a partner, but conduct a class discussion about the text that connects it to the focus text

Fluency Work

Purpose:

- To help struggling readers or English learners be successful in decoding the text
- To teach skills students can then apply independently

How To:

- Choose important multisyllabic words, sentences, or a section of the text that might be difficult for your learners to decode
- Choose one or more of the following strategies to focus on fluency **before** the students read to comprehend. These activities can be done with a targeted small group or whole class, depending on your learners

Multisyllabic Word Decoding

- Identify key multisyllabic words
- Show the target words on the document camera or write them on the board.
- First work with students to look for prefixes and suffixes (circle them)
- Next identify the vowels in the word (underline them)

- Finally, work with the students to divide each word into syllables
 - Every syllable only has one vowel **sound**, so underlining the vowels helps us break the word into syllables
- Decode each syllable and blend the syllables to create the word
 - Open syllables end in a vowel. These vowels are generally long (say their name)
 - Closed syllables end in a consonant. The vowels in these syllables are generally short
- Have students repeat the word several times

Echo Reading

- Identify particularly challenging sentences or sections in the text
- Have students follow along as you read each sentence or phrase, and then have them “echo” you
- Next have students “choral read” the sentence or section again

Chants

- Identify key vocabulary (especially multisyllabic words) from text and overall unit
- Write chants to familiar songs incorporating target vocabulary and phrases
- Have students chorally recite these chants at the beginning of each period or during transitions
- Point at the words, or have a student point, as they are chanted or sung
- Make it lively and fun!

Setting the purpose for reading

Purpose:

- To motivate students to read
- To assist students in monitoring their comprehension

How to:

- Determine the purpose for reading the text. What do you want students to learn? “Read to find out _____.”
- Write the purpose, or objective, on the board for students to see. Have them read it aloud.
- Check in with students during or after reading to have them monitor their comprehension by checking to see if they are “meeting the purpose” for reading.

Text Dependent Questions

Purpose:

- To aid students in monitoring their comprehension
- To allow the teacher to check for understanding, especially as it relates to CCSS Reading Standards
- To provide opportunities for peer-to-peer scaffolding

How to:

- Read the text to determine what you want students to learn from it
- Analyze the text for the qualitative features that make it complex (levels of meaning, vocabulary, structure, etc.)
- Create questions that require students to cite evidence from the text
- Make sure to address the qualitative aspects (levels of meaning, vocabulary, structure, etc.) of your text analysis with questions that will help students uncover those specific complexities
- Check the CCSS reading standards to see which standards you have addressed with your questions and which you could address by adding questions
- Chunk the text and ask the related text dependent questions after each chunk, with students answering orally in partners or with a small group, and in a class discussion
- Create additional questions as necessary, based on your observation, to provide more scaffolding

Note-taking Guides

Purpose:

- To aid students organizing and synthesizing their thinking
- To help students prepare for a collaborative conversation
- To provide an opportunity for teacher scaffolding and feedback

How to:

- Read the text (or view the video) to determine what you want students to learn from it and various points/ topics from the text/video that might serve as motivating topics of conversation
- Determine which questions and organizational structures might help students to prepare for a conversation
- Create questions (require students to cite evidence from the text)
- Consider using a grid or other graphic organizer, depending on the text structure, for student recording

Sentence Deconstruction and Reconstruction

Purpose:

- To aid students in deriving meaning from complex sentences
- To help students analyze how complex sentences are organized with a purpose, including word choice
- To provide students with a routine/ questions they can use to tease apart complex sentences when reading independently
- To help students see flexibility of language and notice techniques they can use in their own speaking and writing

How to:

Planning:

- Read the text to determine what you want students to learn from it
- Analyze the text using the *Academic Language Checklist*
- Identify complex sentences which contain critical information of the text
- Break the sentence into phrases/ clauses
- Write questions to guide students in understanding each of the components
- Write the sentence on a sentence strip and cut it into the respective phrases/ clauses identified earlier

Teaching:

- Before or after the 1st read of the text, read the sentence with students. Ask them to record what the sentence means. Guide students to see the clauses of the sentence. Remove all but the most important section (main clause) of the sentence and ask questions to support student understanding of the section. Piece by piece add the other portions of the sentence back as you continue asking questions as you go to ensure student understanding.

All Kids

Sample Teacher Prompts/ Sentence Starters:

- What is this sentence telling us? How do you know?
- Who or what is the sentence about?
- What is the author trying to say?
- This sentence has two sections or clauses. What does the first clause tell us/ mean?
- What does the word _____ mean in this sentence?
- What is another way to say _____?
- Why do you think the author used the word(s) _____?
- How would the meaning of the sentence change if we changed _____ to say _____.
- Who or what is the pronoun _____ referring to?
- What do you notice about this verb? Is it telling us something is happening, might happen, will happen, or already happened? How do you know?

- Ask students questions to help them uncover meaning related to:
 - Vocabulary
 - Grammatical structure
 - Pronoun reference
- Ask students how the sentence would be different if a different word was substituted for another. For example, “How would the meaning of the sentence change if the author would have used the word *could* instead of *must*?” or “Why did the author use the word *sobbed* instead of *cried* in this sentence? How does the word *sobbed* effect the meaning of the sentence?”
- Once the sentence is complete, ask questions to uncover/ determine that students understand the meaning of the whole sentence.
- As an extension, try reconstructing the sentence by removing all of the pieces except the main clause. Incrementally, add the other clauses but in a different way than in the original sentence, changing the punctuation as necessary.
- **Allow the students to engage in partner talk throughout the sentence deconstruction and make sure that you are having them do the thinking as much as possible, instead of telling them the answers.**
- Encourage students to use **an aspect of language that they just saw in the sentence in their own writing.** If applicable, create a language pattern based on an aspect of the sentence.

Productive

Graphic Organizers to “re-organize” Text

Purpose:

- To scaffold the oral and written expressive task (language objective) for the text
- To show how concepts in the text are related

How to:

- Choose, or help students choose, a graphic organizer that matches the thinking skill/language function of the language objective (cause and effect, compare and contrast, classify and categorize, main ideas and supporting details)
- If the students don’t know how to use this particular organizer, model how to use it to organize the information and build it together the first time
- If students are familiar with the graphic organizer they can work in pairs, small groups, or independently to create it, citing evidence from the text in the graphic organizer
- Have students use the organizer to complete the expressive task (language objective)

Summarizing to check for understanding

Purpose:

- To aid students in monitoring their comprehension
- To allow the teacher to check for understanding, especially as it relates to CCSS Reading Standards 1 – 3
- To provide opportunities for peer-to-peer scaffolding

How to:

- **Stop after reading each chunk of text and ask students to mentally summarize what they read**
 - A summary includes the main idea and the most important details in the text
 - Another way to teach summary is to have students identify the “5 W’s” (who, what, when, where, and why)
- After taking time to think...
- First, partner A tells their summary to their partner and partner B asks a clarifying or follow-up question
- Next, partner B tells their summary and partner A asks a clarifying or follow-up question
- Circulate and listen in on students to check for understanding
- Ask text dependent questions as necessary to scaffold students

Language Patterns to Support Expressive Task

Purpose:

- To provide students with the academic language needed to participate in the lesson and demonstrate their understanding of the text
- To provide students' ongoing development in academic language to be applied across content area

How to:

Functional Language Patterns

- How to write them:
 1. Select a question or prompt related to the text; most likely your expressive task (language objective)
 2. Write appropriate desired student responses across English proficiency levels
 3. Underline or circle the topic-specific words in the sample responses
 4. The words that remain constitute the language pattern that will hold the topic-specific words together to form a connected sentence.
- How to use them:
 - Give students the prompt or question you developed
 - Model how to apply the language pattern to respond to the question. If students created a graphic organizer related to the text, the topic words for the language patterns can come from there.
 - Have students repeat you.
 - Once students understand how to use the language patterns, have them use the language patterns to **ORALLY** answer the question in pairs or small groups. Don't restrict students to using the language patterns if they are able to use academic language beyond them.
 - Once students have had ample ORAL practice with the language patterns, they can answer the prompt in writing.

Accordion Phrases to Support Use of Complex Sentences

Purpose:

- To provide students with a thinking process for developing complex sentences to use in their own spoken and written texts
- To support students' application of complex structures that they see in other print sources

How to:

- Identify a noun from one of the texts the class is reading or has read
- Write the word on an index card large enough for the class to read and place card in a pocket chart or board.
- Word by word, ask students for modifiers to add specificity to the noun
 - Have students engage in pair-shares to brainstorm modifier ideas and then share with the whole class
 - As students suggest modifiers, write them on individual index cards and add them to the sentence; asking for suggestions for word order as you go
example:
 - Record
 - That world record
 - That 1941 world record
 - That 1941 speed world record
 - That 1941 speed world record formerly held by Kittridge.

Co-op Strip Paragraph (From Project GLAD)

Purpose:

- To provide students' ongoing development in productive academic language including to be applied across content area with a particular emphasis on modifying to add details and connecting and condensing ideas.

1. The teacher creates a topic sentence based on the writing prompt (from a text-based unit of study).
2. Each team is responsible for formulating one supporting sentence.
3. Each teams' members work together to formulate a sentence orally. When they all agree on a sentence, they raise their hands to state the sentence to the teacher.
4. After confirming that the team agreed on the sentence and that it has not already been used, the teacher either *a*) writes the sentence on a sentence strip for the group (group frame) or *b*) provides the team with a sentence strip to record their sentence (co-op paragraph).
5. Teams place their sentence strips in the pocket chart under the topic sentence.
6. After all of the teams have placed their sentences in the pocket chart, the teacher calls the students to sit on the rug in front of the pocket chart to begin the revision and editing process.
7. The teacher begins with revising. He/She has the class read the piece chorally, and then asks the students to identify some strong words or phrases found in the paragraph. The teacher highlights these words with a highlighting marker.
8. Next, the teacher indents the first line of the paragraph, tears extra space off of the sentence strips, and arranges the strips to look like a paragraph. The class reads through the paragraph again.
9. Referring to the standards and rubric for revision, the teacher solicits possible revisions (changing the order of the sentences, combining sentences, adding more details, substituting more descriptive words, substituting pronouns for nouns, etc.). Each time revisions are made, the class reads the paragraph again.
10. Next, referring to your CCSS and ELD standards and corresponding rubric, the teacher solicits ideas for editing, including spelling, grammar, and punctuation.
11. The final version of the paragraph is typed and used for reading material and as a model of writing.

ELL Strategies and Interventions for Levels 1-4 Glossary

Frequently Used ELL Terms

Affective filter An affective filter is an emotional blockage to new learning. If a learner is suffering from discomfort from embarrassment, shame, or fear of punishment around learning then one would say that the learner has an affective filter preventing learning from taking place.

CELDT level Students' English proficiency level as determined by their overall score on the California English Language Development Test administered yearly in October or upon district entry. 1=Beginning 2=Early Intermediate 3=Intermediate 4=Early Advanced 5= Advanced

Content objectives The specific measurable, observable content competencies (behaviors, skills, knowledge) that students will demonstrate after the instruction

Cooperative Groups Strategically group students to facilitate communication and collaboration. Homogeneous groups - students at the same level of English proficiency to target instruction with comprehensible input.

Heterogeneous groups - students at various levels of English proficiency with but with the same primary language to help each other learn new concepts.

Language objectives The specific measurable, observable English language competencies (behaviors, skills, knowledge) that students will demonstrate after the instruction

Modeling Demonstrating clear examples of what is requested of students for imitation. Modeling allows English learners to see and hear what a developing product looks like.

New Vocabulary Unfamiliar general vocabulary as well as content specific vocabulary

Processing Time Extra time strategically given before accepting responses to allow all students a chance to think and process language

Scaffold a teaching strategy in which instruction begins at a level encouraging

students' success. It provides the right amount of support to move students to a higher level of understanding giving contextual support during instruction to clarify meaning. Scaffolding may involve the use of pictures, diagrams, lists, charts, tables, graphs, cooperative grouping, primary language support, etc.

SDAIE Specially designed academic instruction in English (SDAIE) is a teaching style to teach content and English to English Learners in context through teacher modeling. New information is introduced and presented by the teacher in a way that engages students. The six common categories of strategies are modeling, bridging, contextualization, schema building, metacognitive awareness, and text-representation.

Visuals Present concepts with visual aids, color coding, sketches, pictures, realia, manipulatives, charts, tables, graphs, and other graphic organizer

CAPE EL Strategies, Techniques and Activities

Anticipatory Guide Students are given a series of statements that relate to a reading selection, lecture, or video. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming is a prewriting or INTO strategy. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudice. The students give ideas on a topic while a recorder writes them down. The students should be working under time pressure to create as many ideas as possible.

Branching Diagrams -Organization charts, hierarchical relationships systems, family trees.

Carousel Brainstorming Each small group has a poster with a title related to the topic of the lesson. Each group uses a different colored marker to write 4 to 5 concepts that relate to their title. Students rotate to all the other posters, reading them and adding 2 to 3 more concepts. Students discuss the results. Beginning ELs should pair w/ translation buddy for this exercise.

Choral Response all students in the class or group respond orally in unison to a teacher prompt

Cloze Sentences a portion of text with certain words removed

Clustering/Webbing is a prewriting or INTO strategy. Students begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled.

Colored Cards Each student has a green, yellow, and red card to hold up in response. This engages all students in answering *yes, no, maybe* or *agree, disagree, unsure* questions for efficient comprehension checking.

Comparison-Contrast Matrix Students determine similarities and differences between two people, things, solutions, organisms stories, ideas, or cultures.

Cooperative Dialogue Following the timeline from an article that was previously read and graphically organized, pairs/triads of students write a dialogue between two characters in the passage. Pairs are selected to present dialogues in chronological order to the class. "The characters" may be nonhuman, such as *nucleus* and *mitochondrion*.

Exit Ticket is a 2-5 minute exercise used as closure to sum up the day's learning. In addition to holding each student accountable for their learning by having to submit it in order to leave, it is an effective tool for the teacher to check individual and group understanding.

Frontload Language - The teacher provides students with new vocabulary and with sentence models and frames *before* the lesson. The charts stay up and are referred to throughout the lesson. It is designed to teach students the sentence structures and vocabulary they need to engage in learning content-area skills and concepts.

Guess Who is a vocabulary game used to teach descriptive character traits or emotions. Students choose from character sketches that portray qualities, such as artistic, brunette, enthusiastic. The opponent who has a sheet with all of the characters asks questions such as, "Is your character female?" and "Is she pessimistic?" Students eliminate wrong characters until they can guess who's on their opponent's card.

Idea Starts Use a prompt for writing, such as a quote, a photo, words from a vocabulary list, an article, a poem, opening lines to a story, an unusual object, a film, or a guest speaker to get students started.

In-Text Questions Students answer teacher-constructed questions about a reading selection as they read it. Questions are designed to guide students through the reading and provide a purpose for reading. Students preview In-Text Questions first, then answer them as they read the article. Students review their answers with their small group, then share them with the whole group

Learning Log Double-entry journal with quotes, summaries, notes on the left and responses reactions, predictions, questions, memories on the right.

Model Sentence Demonstrating clear examples of what is requested of students for imitation. Model sentences allow English learners to see and hear the correct grammatical structure before speaking or writing their own sentence.

Multi-level Text Set Assorted text materials including a range of levels around a common topic or theme. The teacher provides a variety of books, articles, trade books, web pages, brochures, photos, etc.

Picture This This activity is useful as a vocabulary or concept review. A blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Students are not to label the drawings. Students exchange papers with a partner and partners try to correctly label each other's drawings.

Quickdraw Students sketch ideas related to a topic. Prewriting or INTO strategy.

Quickwrite Students respond quickly to a prompt without self-editing. If students get stuck they can repeat phrases over and over until a new idea comes to mind. Prewriting or INTO strategy.

Quote with Cooperative Poster Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the group quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

RAFT is a post-reading strategy that helps students to analyze and reflect upon fiction or non-fiction reading through persona writing. Based on suggestions provided by the teacher or generated by the class, students choose a Role, an Audience, a Format, and a Topic on which to write in response to their reading.

Ranking and Consensus Building Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Repeat, rephrase Teacher repeats, rephrases, explains and emphasizes new concepts and vocabulary repeatedly.

Semantic Word Map A visual organizer to develop depth and dimension of word knowledge. Word maps for beginning ELs should include the term in English, the term in the primary language (if available), a sketch, and characteristics or non-examples.

Send-A-Problem Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team.

Teams respond by having one student read the first question. Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Sentence Frames Teacher provides the grammar and syntax needed to help students use learned vocabulary to express their thinking. Sentence frames allow students to express thoughts and ideas that are more complex than their current English proficiency level.

Tap-A-Word Students practice pronouncing words or phrases by using a combination of claps, hitting the table, and snapping the fingers.

Think-Pair-Share When asked to consider an idea or answer a question, students write their ideas on paper (think). Each student turns to another student nearby (pair) and *tells* his or her own responses (share). This is an oral exchange, not a reading of each other's papers. This technique allows

30 students to answer orally in the time it would take to call on just one.

Thumbs up/down To engage all students in answering *yes, no, maybe* or *agree, disagree, unsure* questions (see colored cards)

Translation Buddy Pairing with a student with a higher level of English proficiency and the same home language for translation and comprehension checking of major concepts and important details.

Vocabulary Bingo A blank paper is divided into eight sections. Students draw a sketch, symbol, or example to represent new terms in each square without writing the term. The teacher calls out the vocabulary terms as students place markers in the appropriate squares. When a student wins, the student states each term in the row and the card is held up for the class to verify that each square adequately represents the correct term.

Vocabulary Cards Each student selects a difficult vocabulary word from the story and creates a card in the following manner: The word and its definition in the front, and a drawing and the vocabulary word in a sentence in the back. These cards are shared with team members, then exchanged with other groups.

White Board Response To engage all students in responding to prompts with an emphasis on the process rather than the product. This strategy allows the teacher to quickly check for understanding. Hint: For low cost individual “white boards” use plastic sheet protectors with blank, lined, or graph paper with Vis-à-vis markers.

Who Has is a vocabulary game where students receive a term and the definition or description of another term. In Geometry it might go like this: “I have alternate interior angles. Who has a triangle with two sides congruent?” The student with the isosceles triangle jumps up and says, “I have... Who has...?” and so on.

Appendix I

Camarillo Academy of Progressive Education
Camarillo, California

Students

Administrative Regulation

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Camarillo Academy of Progressive Education (“CAPE”).
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including

speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – Director/Principal, Doreen Learned shall serve as CAPE’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at 805-384-1415.

B. Referral, Assessment and Evaluation Procedures

1. CAPE will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another CAPE employee will be forwarded to the Section 504 Coordinator.
3. CAPE has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student’s parents/guardians and other persons knowledgeable about the student (such as the student’s regular education teachers), the student’s school history, the student’s individual needs (such as a person knowledgeable about the student’s disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student’s school records (including academic, social and behavioral records), any relevant medical records, and the student’s needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to **Doreen Learned, 504 Coordinator c/o Camarillo Academy of Progressive Education, 777 Aileen Street, 805-384-1415**. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. Director/Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within CAPE's SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, CAPE may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is

extended by mutual written agreement of the parent/guardian and CAPE. Alternative dispute resolution options include:

- Mediation by a neutral third party.
 - Review of the 504 Plan by the Director/Principal or the Director/Principal's designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Director/Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and CAPE.
 7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and CAPE.
 8. The parent/guardian and CAPE shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Camarillo Academy of Progressive Education
Camarillo, California

Students

Board Policy

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors (“Board”) of the Camarillo Academy of Progressive Education (“CAPE”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEIA”). The identification, evaluation and education of students eligible for services under the IDEIA is addressed at Oxnard Union High School District School Board Policy # 0430.

The Director/Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If CAPE does not assess a student after a parent has requested an assessment, CAPE shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s

parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. CAPE shall periodically review the student's progress and placement.

CAPE will implement this policy through its corresponding administrative regulation.

Legal References:

UNITED STATES CODE, TITLE 20

1400 Individuals with Disabilities Education Improvement Act of 2004

UNITED STATES CODE, TITLE 29

701 Rehabilitation Act of 1973

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially sections:

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.32 Location and notification

104.33 Free appropriate public education

104.34 Educational setting

104.35 Evaluation and placement

104.36 Procedural safeguards

Current Policy Approval Date:

Amended:

Amended:

Original Approval Date:

**PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND
PLACEMENT**

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have Camarillo Academy of Progressive Education (“CAPE”) advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have CAPE make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive exceptional education and related services if he/she is found to be eligible under the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by CAPE.
9. Examine all relevant records relating to decisions regarding your child’s Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from CAPE to reasonable requests for explanations and interpretations of your child’s records.
12. Request amendment of your child’s educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.
If CAPE refuses this request for amendment, CAPE shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with CAPE’s Section 504 mediation grievance and hearing procedures.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 United Nations Plaza - Room 322
San Francisco, CA 94102
(415) 437-8310

CAPE
Camarillo Academy
OF PROGRESSIVE EDUCATION
GENERAL COMPLAINT POLICY

Camarillo Academy of Progressive Education Charter School (“CAPE” or the “Charter School”) has adopted this General Complaint Policy to address concerns about CAPE generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the CAPE Title IX, Harassment, Intimidation, Discrimination and Bullying Policy and/or the CAPE Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

INTERNAL COMPLAINTS

(Complaints by Employees against Employees)

This section of the policy is for use when an CAPE employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director(s) or designee:

1. The complainant will bring the matter to the attention of the Director(s) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director(s) or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director(s), the complainant may file his or her complaint in a signed writing to the President of the Governing Board, who will then confer with the Governing Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Governing Board. The President or investigator will report his or her findings to the Governing Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, CAPE values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS GENERALLY

(General Complaints and Complaints by Third Parties against Employees)



This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about CAPE generally, or a CAPE employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director(s) or President of the Governing Board (only if the complaint concerns the Director(s)) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Director(s) (or designee) shall abide by the following process:

1. The Director(s) or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Director(s) or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Director(s) (or designee) finds that a complaint is valid, the Director(s) (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of CAPE, the Director(s) may take disciplinary action against the employee. As appropriate, the Director(s) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director(s)'s (or designee's) decision relating to the complaint shall be final unless it is appealed to the Governing Board of CAPE. The decision of the Governing Board shall be final.

GENERAL REQUIREMENTS

1. **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. **Resolution:** The Governing Board (if a complaint is about the Director(s)) or the Director(s) or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

CAPE
Camarillo Academy
OF PROGRESSIVE EDUCATION
GENERAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize CAPE to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

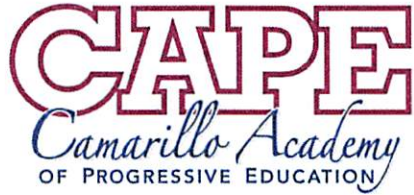
Signature of Complainant

Date: _____

Print Name

To be completed by CAPE:

Received by: _____ Date: _____



Policy # 531 POD (personally owned device) ACCEPTABLE USE POLICY for Silent Sustained Reading (SSR)CAPE adopts this policy in order to maintain a safe and secure environment for students and employees.

A personally owned device shall include all existing and emerging technology devices that can take photographs; record audio or video; input text; upload and download media; and transmit or receive messages or images. Examples of a personally owned device shall include but is not limited to: iPads, Nooks, Kindle, E-readers and other tablet PCs, as well as any device with similar capabilities. This policy specifically prohibits the use of any small screen media, including but not limited to cell phones and Ipods.

Students are expected to act responsibly and thoughtfully when using technology resources. Students bear the burden of responsibility to inquire with school administrators and/or teachers when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

Personally owned devices may **not** be used to communicate with another personally owned device. This communication includes but is not limited to communication with friends, parents, relatives, teachers, etc.

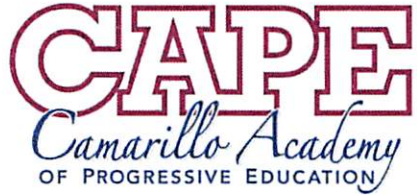
The school reserves the right to inspect a student's personal device if there is reason to believe that the student has violated Board policies, administrative procedures, school rules or has engaged in other misconduct while using their personal device.

Examples of an unacceptable device in this policy shall include but is not limited to gaming devices or consoles, laser pointers, modems or routers, and televisions and any small screen media including but not limited to cell phones and Ipods.

Personally owned devices are permitted for use only during SSR (silent sustained reading) in approved locations.

CAPE shall not be liable for the loss, damage, misuse, theft of any personally owned device brought to School. Students may not utilize any technology to harass, threaten, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This is unacceptable student behavior known as cyber bullying and will not be tolerated. Any cyber bullying that is determined to disrupt the safety and/or well being of the school is subject to disciplinary action.

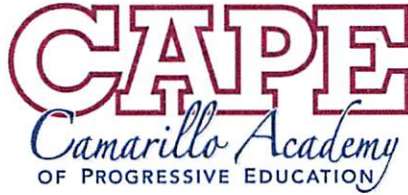
The Board expressly prohibits use of personally owned devices in locker rooms, restrooms, and nurses offices. Personally owned devices can only be used in the direct supervision of a CAPE employee or designee as appointed by administration.



Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member. The distribution of any unauthorized media may result in discipline including but not limited to suspension, criminal charges, and expulsion.

Personally owned devices used in school are not permitted to connect to the Internet through a 3G, 4G, or other content service providers. Personally owned devices must remain offline at all times.

All CAPE students shall review this policy and associated technology guidelines before students utilize any school and/or personally owned devices. CAPE reserves the right to restrict student use of district owned technologies and personally owned devices on school property or at school-sponsored events.



ACCEPTABLE USE AGREEMENT

Personally Owned Devices for use only during SSR (Silent Sustained Reading)

Board Policy #531

Any parent who wishes that their child use a personally owned electronic device within CAPE Charter School must read and sign this agreement and submit to the classroom teacher.

- 1. The student is only permitted to use their device to access books for SSR (no other apps or applications will be permitted)
2. The student takes full responsibility for his or her device. The device must be locked in his or her locker except for during SSR time. The school is not responsible for the security of the device.
3. The student is responsible for the proper care of their personal device, including any costs of repair, replacement or any modifications needed to use the device at school.
4. The school reserves the right to inspect a student's personal device if there is reason to believe that the student has violated Board policies, administrative procedures, school rules or has engaged in other misconduct while using their personal device.
5. Violations of any Board policies, administrative procedures or school rules involving a student's personally owned device may result in the loss of use of the device in school and/or disciplinary action.
6. Personally owned devices can only be used in the direct supervision of a CAPE employee or designee as appointed by administration.
7. The student must comply with teachers' request to shut down the computer or close the screen.
8. The student may not use the devices to record, transmit or post photos or video of a person or persons on campus. Nor can any images or video recorded at school be transmitted or posted at any time.
9. All devices must remain off line. Students are not permitted on the CAPE network or any other private networks. Use of 3G & 4G wireless connections is not allowed.

DETACH AND RETURN TO HOMEROOM TEACHER. RETAIN THE INFORMATION ABOVE.

Student's name _____ Homeroom Teacher _____

Parent's name _____

I understand and will abide by the above policy and guidelines. I further understand that any violation of the above may result in the loss of device privileges as well as other disciplinary action.

As a parent I understand that my child will be responsible for abiding by the above policy and guidelines. I have read and discussed them with her/him and they understand the responsibility they have in the use of their personal device.

Parent Signature _____ Date _____



CELL PHONE & OTHER ELECTRONIC SIGNALING DEVICES POLICY

The Charter School will permit students to possess but not use cell phones and other electronic signaling devices except outside of the school day. Students who possess these devices are to keep them turned off and in his/her locker or backpack. All students are required to adhere to the following guidelines regarding cell phones and other electronic signaling devices:

Cell phones and other electronic signaling devices may be used:

- Outside the school gates before or after school (before 8am or after 2:30pm)
- With permission from CAPE staff at any extracurricular activity (including but not limited to: sports practices)
- When a state of emergency has been declared (verbally or in writing) by the Charter School Administration Team.

Cell and other electronic signaling devices phones may not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus,
- During breaks or lunch,
- During field trips or School sponsored excursions.
- During school sponsored events held on CAPE's campus (ie: school dances)

Students are not allowed to share cell phones or show each other material downloaded or streaming from their cell phone.

Possession of a cell phone or other electronic signaling device is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy. All Charter School employees shall remove any cell phone or other electronic signaling device from possession of a student violating this policy. Parents/guardians will be contacted to pick up any confiscated cell phone or other electronic signaling device. If a student has his/her cell phone taken a second time during a school year, the cell phone or other electronic signaling device can be confiscated for the remainder of the school year. All other applicable student discipline policies shall continue to apply in response to a student failing to abide by the terms of this policy.

Students who possess a cell phone or other electronic signaling device shall assume responsibility for its care. At no time shall the Charter School be responsible for preventing theft, loss or damage to cell phones or other electronic signaling devices brought onto campus.

Adopted/Ratified: April 2010

Revision Date: January 2017



AFTER SCHOOL SPORT POLICY

“Sports” defined as: 6-8 grade girls volleyball, 6-8 grade co-ed football, 6-8 grade girls basketball, 6-8 grade boys basketball, 6-8 grade soccer and 4-8 grade track. In addition, if the Camarillo League adds any additional sports, those would also be defined.

Students will “try out” for the CAPE sports teams. Students would have to not only fit the below criteria, they would also have to compete for a set number of spots per sport. Only those players with the best skill set would be allowed to play.

Football – 22 spots
Volleyball – 10 spots
Basketball – 10 spots
Soccer – 12 (6 boys and 6 girls)

- No Grades lower than C-*
- No more than 3 missed school days (unless doctor excused)
- No more than 3 missed practices (unless doctor excused)
- No suspensions (including in-house) during the season
- Students must have appropriate behavior at both games and practices (expectations will be set forth by coaches)

*Students with IEPs need to be meeting the goals set forth in the plan

#Coaches will receive a teacher signed report from students (students must get them completed) each Wednesday. The report will state eligibility for the following week (Monday – Friday).

Administration has permission from the board to modify the above policy as needed on a case by case base

Adopted/Ratified: December 2012

Revision Date:

Homeless Education: Board Policy

Note: In 2001, the McKinney-Vento Homeless Assistance Act was reauthorized as part of the No Child Left Behind Act (42 USC [11431-11435](#)). This Act is designed to ensure that each homeless student has equal access to the same free, appropriate public education as other students. The following paragraph reflects the intent of the reauthorized McKinney-Vento Homeless Assistance Act.

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

Note: 42 USC [11432](#) mandates that districts adopt policies and practices that ensure that homeless children are not segregated or stigmatized on the basis of their status as homeless. This law also prohibits the segregation of homeless students into a separate school or program; however, separate schools that were in operation before the reauthorization in 2001 may continue to operate under specified conditions. Because the state of California receives funds under McKinney-Vento, all districts in California are subject to this mandate.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

(cf. [3553](#) - Free and Reduced Price Meals)

Note: Pursuant to 42 USC [11432](#), placement determinations for homeless students must be made according to the student's "best interest," as defined in the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

(cf. 5111.13 - Residency for Homeless Children)

Transportation

Note: 42 USC [11432](#) mandates that districts adopt policies and practices to ensure that transportation is provided to homeless students, at the request of their parent/guardian, to and from their school of origin as specified below.

Note: The U.S. Department of Education states in its Non-Regulatory Guidance Education for Homeless Children and Youth Program, issued July 2004, that the law imposes an affirmative obligation to transport homeless students, even if transportation is not provided to other students. The Guidance clarifies that, because the state of California receives funds under McKinney-Vento, all districts in California are subject to this requirement.

Note: Federal law does not address the authorization provided by Education Code [39807.5](#) for the district to charge for the cost of home-to-school transportation. However, it is likely that most

homeless students would be identified as indigent and would therefore be exempt from transportation costs. See AR [3250](#) - Transportation Fees.

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC [11432](#))

(cf. [3250](#) - Transportation Fees)

(cf. [3541](#) - Transportation Routes and Services)

Legal Reference:

EDUCATION CODE

[1980-1986](#) County community schools

[2558.2](#) Use of revenue limits to determine average daily attendance of homeless children

[39807.5](#) Payment of transportation costs by parents

UNITED STATES CODE, TITLE 42

[11431-11435](#) McKinney-Vento Homeless Assistance Act

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004

WEB SITES

California Department of Education, Homeless Children and Youth Education:
<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

(7/02) 7/05



PROCEDURES IN THE EVENT OF IMMIGRATION AND CUSTOMS ENFORCEMENT (ICE) INQUIRY

Note: The United States Supreme Court held in Plyer v. Doe (1982) that no public school district has a basis to deny children access to education based on their immigration status, and that all children have a constitutional right to a free and public education, citing that children have little control over their immigration status and are granted equal protection rights under the 14th amendment, and considering the harm it would inflict on the child itself. Plyer v Doe (1982) cannot be revoked by the President, Congress of any state legislature

Note: The 2011 Department of Homeland Security regulations governing ICE state immigration enforcement activities will not be conducted at any sensitive locations, such as schools, which includes education-related activities or events, or bus stops when children are present, and may only take place at a school when **prior approval is obtained from an appropriate supervisory official**, unless there are exigent circumstances. There is no written state or federal law that mandates that local school districts assist ICE in the enforcement of immigration laws.

CAPE is committed to providing a public education to all children regardless of a child's immigration status.

- CAPE personnel will not treat students disparately for residency determination purposes on the basis of their undocumented status.
- CAPE personnel will not inquire about a student's immigration status, including requiring documentation of a student's legal status, such as asking for a green card or citizenship papers, at initial registration or at any other time
- CAPE personnel will not make unreasonable inquiries from a student or his/her parents for the purpose of exposing the immigration status of the child or his/her family
- CAPE personnel will not require students to apply for Social Security numbers nor should CAPE require students to supply a social security number
- If parents and or students have questions about their immigration status, school personnel will not refer them to the Immigration and Customs Enforcement Office (ICE)
- It is CAPE's general policy not to allow any individual or organization to enter the school site if the educational setting would be disrupted by that visit. The CAPE Board of Directors has found that the presence of ICE is likely to lead to a disruption of the educational setting. Therefore, any requests by ICE to visit CAPE should be forwarded to the CAPE Directors for review before a decision is make to allow access to the school.
- All requests for documents by ICE will be forwarded to our Legal Office which in consultation with the CAPE Directors shall determine if the documents can be released to ICE.

Adopted/Ratified:

Revision Date:



FIELD TRIPS & EXCURSIONS

The Board recognizes that field trips and excursions are important components of a student's development. Field trips and excursions are educationally sound and an important ingredient to the instructional program of the Charter School. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich the Charter School's educational program and the social development of the Charter School's students.

Field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes the Charter School's legal liability and financial cost.

Monitoring Field Trips and Excursions

The Administration Team of the Charter School shall ensure that the effectiveness of field trips, and excursions are monitored and continually evaluated to ensure that such activities continue to promote the goals and objectives of the Charter School's educational program. Teachers are to have a considerable degree of flexibility and innovation in planning field trips.

Field Trip and Excursion Planning and Approval

All field trips and excursions that take place during school hours must receive prior written approval by the Administration Team of the Charter School. The Administration Team of the Charter School shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to the Charter School's educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity and the means of transportation to and from the activity.

Field trips and excursions, lasting overnight or those that involve water related activities require the above procedure and Board approval.

If the Administration Team of the Charter School or the Board does not approve the field trip or excursion, the reasons for not approving the activity must be stated in writing.

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Revision Date: October 2010

Board Policy # 502

The Administration Team of the Charter School may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk.

The Administration Team of the Charter School shall not approve activities that he/she considers to be inherently dangerous to students.

Permission Slips

No student will be permitted to go on a field trip or excursion without a permission slip signed by the student's parent or guardian. The permission slip shall include a waiver of all claims against the Charter School, its employees and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety.

One copy of the permission slip shall be filed with the Administrative Assistant of the Charter School and one copy shall be given to the teacher to take on the field trip or excursion.

Accident and Medical Insurance

The Charter School does not provide student accident or medical insurance.

Supervision of Field Trips and Excursions

The sponsoring teacher must be present to supervise the field trip or excursion. A member of the Administration Team of the Charter School or his/her designee shall be designated as the emergency contact for the group on the field trip or excursion.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying Charter School employee at all times during the field trip or excursion.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other Charter School employee accompanying the field trip or excursion.

Adult/Student Ratio

Adult/student supervision ratio must be observed at all times during the field trip or excursion. Students are under the jurisdiction of the Board at all times during the field trip or excursion and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

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Revision Date: October 2010

Board Policy # 502

Parent/Guardian Participation in Field Trips and Excursions

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the Charter School group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Administration Team of the Charter School or his/her designee may hold a meeting for parents/guardians accompanying the Charter School group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs. Parents and guardians are representatives of CAPE and should model appropriate behavior in front of students at all times, including language and cell phone use.

Parents/guardians will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Transportation

Consideration will be given to the safest mode of transportation and the safest routes of travel. All vehicles must follow the same route and there should be no stops between school and the field trip destination (unless there is an emergency). The legal occupancy limit of any vehicle must not be exceeded. Seat belts are to be used at all times while traveling. All state law regarding the carriage of children must be followed. Any movies shown in the vehicle must be G-rated. Parents must have a form of communication during travel times (cell phone or car phone) in case of emergency. Parents and guardians that are transporting children must follow all California Laws regarding cell phone use in moving vehicles.

Under no circumstances shall a parent or guardian that is supervising transport any other child including siblings.

If transportation for the field trip or excursion is provided by parents/guardians, such parents/guardians shall provide proof of liability insurance. A copy of the insurance policy shall be given to the Administration Team of the Charter School. The parents/guardians shall acknowledge in writing that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion. The Charter School shall take reasonable precautions to ensure that individuals volunteering to transport students are responsible and capable operators of the vehicles to be used.

Defraying Expenses of Field Trips and Excursions

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions. The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip

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Board Policy # 502

or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate in the field trip or excursion.

Violation of this Board Policy

If any of the above stated guidelines or California Laws are violated while driving to or from the field trip destination or while on the field trip, the parent of guardian will have a scheduled meeting with administration. During this meeting administration will explain what rule or rules have been violated and the consequences there of up to and including the parent or guardian not being allowed to chaperone any future field trips or transport any CAPE students for TBD time.

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MANDATORY REPORTER TRAINING

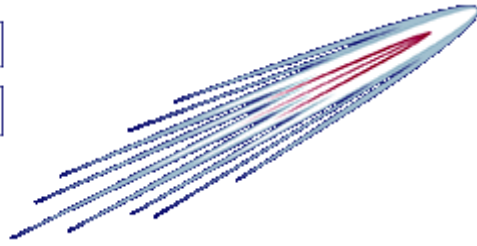
All Charter School personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters must report suspected child maltreatment *immediately* when they have “reasonable suspicion to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.”

The Charter School shall provide training to all personnel regarding the obligations as mandatory reporters and the steps required to report suspected abuse.

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Revision Date:

CAPE
COMETS



Employee Handbook 2017-2018

**777 Aileen Street
Camarillo, CA 93010**

Phone: 805-384-1415

Website: www.camarillocharter.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE ADMINISTRATIVE TEAM.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with the Camarillo Academy of Progressive Education (hereinafter referred to as “CAPE” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. CAPE also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Administrative Team.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Administrative Team. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

CAPE is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. CAPE then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. CAPE will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CAPE will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Administrative Team.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

CAPE will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, CAPE will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

Professional Boundaries: Staff/Student Interaction Policy

CAPE recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable,

is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Administrative Team about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.

- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

CAPE is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CAPE's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

CAPE does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Administrative Team or designee.

When CAPE receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Administrative Team) or the Administrative Team or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CAPE is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

CAPE is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including

dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Administrative Team. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CAPE policy.

Whistleblower Policy

CAPE requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter

has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol Free Workplace

CAPE is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other CAPE stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Administrative Team, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

The CAPE facility is a no smoking facility.

THE WORKPLACE

Work Schedule

Business hours are normally 8:00 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and CAPE mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

CAPE accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

CAPE will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Administrative Team as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Administrative Team sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Administrative Team will be considered a voluntary resignation from employment.

Time Cards/Records

By law, CAPE is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Administrative Team to make the correction and such correction must be initialed by both the employee and the Administrative Team.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of Email, Voicemail and Internet Access

CAPE will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age,

religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. CAPE retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's CAPE email account.

Personal Business

CAPE's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

Personal Appearance/Standards of Dress

CAPE employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Administrative Team.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

Health and Safety Policy

CAPE is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Administrative Team any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

CAPE has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Administrative Team. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Administrative Team when keys are missing or if security access codes or passes have been breached.

Occupational Safety

CAPE is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. CAPE's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Administrative Team to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Administrative Team. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Administrative Team and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. CAPE will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Administrative Team. CAPE provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month. If an employee observes any error in his or her check, it should be reported immediately to the Administrative Team.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Administrative Team will discuss the situation with the employee.

Tax Shelter Annuities

Teachers may participate in the tax shelter annuity of their choice (with TDS as our third party administrator) with CAPE providing payroll adjustment for this purpose.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. The employee's enrollment form must be submitted to the Administrative Team as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for the employee's coverage.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

CAPE will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. CAPE will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- CAPE stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Administrative Team. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Administrative Team, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Administrative Team within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Administrative Team will review employee job performance with an employee in order to establish goals for future performance and to discuss the employee's current performance. CAPE's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. Employees must keep the Administrative Team advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact the employee should the change affect other records.

Employees have the right to inspect documents in their personnel files, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. CAPE will restrict disclosure of employee personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Administrative Team. Only the Administrative Team or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS AND LEAVES

Holidays

CAPE calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Administrative Team. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Unpaid Leave of Absence

CAPE recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to

receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible non-exempt employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. Furthermore, all eligible exempt employees shall accrue one (1) sick day per month for a total of ten (10) days (eighty [80] hours) per full work year.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Non-exempt employees' accrued sick leave does not carry over from year to year and the School does not pay employees in lieu of unused sick leave. Exempt employees' accrued sick leave does carry over from year to year but the School does not pay employees in lieu of unused sick leave.

For employees absent longer than three (3) days due to illness, medical evidence of illness and/or medical certification of fitness to return to work satisfactory to the School may be required.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles.

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
 2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
 3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 3. The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
- Pay during FMLA Leave
 1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
 2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
 3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
 4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

CAPE may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Administrative Team. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the

employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement

1. CAPE may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 ¹/₃ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 ¹/₃ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 ¹/₃ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy,

childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

CAPE shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. CAPE can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications
 1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
 2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Administrative Team. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is

requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

- a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with CAPE policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Employment during Leave**

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

CAPE, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Administrative Team;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Administrative Team; and
- Provide the School with a certification from the employee's health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. CAPE, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Administrative Team and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

CAPE shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, CAPE will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

CAPE shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Exempt employees are entitled to a leave of up to three (3) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if the employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall

be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Administrative Team at least two (2) days notice.

School Appearance and Activities Leave

As required by law, CAPE will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of CAPE, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking

a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

CAPE provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide CAPE with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide CAPE one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, CAPE will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Administrative Team.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Administrative Team thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the

employee is qualified. However, re-employment cannot always be guaranteed. If the employee needs further information regarding Leaves of Absence, be sure to consult the Administrative Team.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient

- operations.
23. Refusal to speak to supervisors or other employees.
 24. Dishonesty.
 25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. CAPE shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for the employee to terminate his/her at-will employment with the School, the employee must notify the Administrative Team regarding their intention as far in

advance as possible. At least two (2) weeks' notice is expected whenever possible.

If the employee is participating in the medical and/or dental plan, the employee will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Administrative Team or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Administrative Team or designee:

1. The complainant will bring the matter to the attention of the Administrative Team as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Administrative Team or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Administrative Team, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Administrative Team or Board President (if the complaint concerns the

Administrative Team) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Administrative Team (or designee) shall abide by the following process:

1. The Administrative Team or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Administrative Team (or designee) finds that a complaint against an employee is valid, the Administrative Team (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Administrative Team (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Administrative Team's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Administrative Team) or the Administrative Team or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

CAPE reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Administrative Team or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

CAPE will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

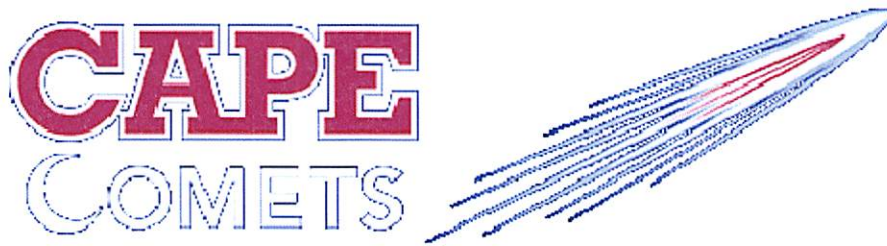
Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____



Student Handbook 2017-2018

777 Aileen Street
Camarillo, CA 93010

Phone: 805-384-1415

Website: www.camarillocharter.org

Camarillo Academy of Progressive Education
STAFF
2017--2018

Board of Trustees

President Community Rep	Ada Lee Sullivan
Secretary Parent Rep	Gary Milgram
Parent Rep	Jill Beigh
Staff Rep	Michele Keefer
Staff Rep	Brian Roberts

Administrative Co-Directors

Director of Education	Maryellen Lang
Director of Operations	Doreen Learned

Support Staff

Office Manager	Ana Odell	Campus Supervisors	Fernando Gonzales Joe Vach Ellen Freydl Tammy Harvey Lorena Mecagni Andrea Whalen Alex Campbell Andrew Isreal
Student Health Services	Diana Lorimer		
Head of Maintenance	Jeff Roberts		
Student Support Services	Tina Hays		
Kinder Instruction Assistant	Wendy Conoway		
Attendance Clerk	Jennifer Haliday	Custodians	
IT Tech	Eduardo Ruiz and Karen Llata		
Account Payable			

K-6 Teachers

Kindergarten Team	Kristin Kaio	Julie White	Lisa Sage
First Grade Team	Jenna Raives	Debi Wagner	Janine Ortgies
Second Grade Team	Anna Sorensen	Stephanie Forbes	Rochelle Janda
Third Grade Team	Brian Roberts	Nanci Petrucci	Kristy Curro
Fourth Grade Team	Kelsey Scheimer	Heather Liddell	
Fifth Grade Team	Travis Forbes (Lang Arts/SS)	Jill McCrory (Math/Science)	
Sixth Grade Team	Karen Schlemmer (Lang Arts/SS)	Michele Keefer (Math/Science)	

7th and 8th grade Teachers (Departmentalized)

Kimberly Brown – Science
 Camille Kavon – History
 Alicia Laurentowski – Language Arts
 Kevin Prendergast – Mathematics

Special Assignment Teachers

Kiki Foster and Kevin Walker – Physical Education Teacher
 Luvi Avendando – K-8 Music and Band
 Alison Bailen – Speech
 Mark Haug– RSP

Welcome to Camarillo Academy of Progressive Education (“CAPE”)!

Dear Students and Parents,

Welcome to Camarillo Academy of Progressive Education! You are now a part of a wonderful team. The CAPE staff, parents and students work together to create an exciting and meaningful learning environment that allows our students to have an exceptional educational experience.

This handbook is a guide to our school. It will acquaint you with our programs and expectations here at CAPE. Please read it carefully and ask questions about areas that are not clear to you.

We are looking forward to working as a collaborative team together this year.

Sincerely,
Maryellen Lang and Doreen Learned
CAPE Co-Directors

CAPE is a K-8 charter school that expands upon the “Open School” philosophy that thrived in Camarillo for over 30 years, first at Bedford Open School and then at Los Senderos Open School.

Focusing on the California Common Core Standards, this 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

CAPE opened its doors in September 2007 after the Oxnard Union High School District (OUHSD) Board of Trustees voted unanimously in June 2007 to approve CAPE’s charter petition. CAPE serves approximately 576 students for the 2017—18 school year. Currently, CAPE leases facilities from the Pleasant Valley School District (PVSD), which is the elementary district of residence for most of the charter school’s students.

CAPE serves a region in Ventura County known as the Oxnard Plain, which is one of the world's most important agricultural centers, with distinctions as one of the nation’s leading producers of strawberries and lima beans. The area is home to nearly 300,000 residents, two U.S. Navy bases, the Port of Hueneme (which is the busiest commercial port between Los Angeles and San Francisco) and California State University at Channel Islands. CAPE serves a diverse community: agricultural and industrial, rural and suburban.

The CAPE Philosophy is based upon a set of beliefs about children and how they learn. Children have a natural curiosity, a desire to please, and are motivated to learn. Further, these assets may be capitalized upon by careful planning to make education both interesting and successful. Thus, CAPE produces students with a life-long interest in learning with solid experience in self-direction and goal selection, and with the confidence to succeed. The students learn the value of community membership and are equipped with the requisite skills: intellectual, physical, social, and emotional.

CAPE's School Wide Learning Outcomes

- Every student will achieve academic success
- Every student will be a conscientious and effective communicator
- Every student will positively contribute to CAPE and beyond

Mission Statement

It is the mission of the Camarillo Academy of Progressive Education to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks, and work cooperatively. Together, the parents, students, and teachers create a progressive environment that sparks imagination, ignites a love for learning, and encourages each individual to be and to do the best he/she can.

School Vision

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 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 which 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 life-long learners.



THE SUPER 7

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 with a positive attitude.
5. We try our hardest and never give up.
6. We believe in and support each other.
7. We respect the rights, property, opinions, and diversity within our CAPE community.

Nondiscrimination Statement

CAPE does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

CAPE adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

CAPE is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). CAPE also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, immigration status, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CAPE does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which CAPE does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CAPE will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the CAPE Uniform Complaint Procedures ("UCP") Compliance Officer: Doreen Learned Director of Operations , 805-384-1415

Parental Involvement

CAPE regards parents as supportive partners in the educational process. In fact, our climate and culture are that of a caring family, where working together we are more than the sum of our individual parts. To fully appreciate the unique school environment and benefit from the charter school, we encourage a volunteer commitment of at least 40 hours per school year per family. This commitment makes an incredible difference! Parents can work with staff and students as classroom aides, small group instructors, tutors, speakers, and in materials preparation. Volunteers can also participate in fund-raising events. Donations to the school can be used as volunteer hours (i.e.: donating water for a fundraising event would count toward your volunteer hours). These efforts provide classroom support networks which enable all children to participate successfully.

Samples of Programs that exemplify our Philosophy and Uniqueness

Storyline Method

The innovative Storyline Method is a key instructional strategy that is implemented in the school. The philosophy of the Storyline Method is based in the belief 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.

Everyday Math Program

CAPE implements hands-on learning, and we continue to provide a consistent and strong student-centered instructional environment. The program is a unique math program. Students learn math through a hands-on approach that utilizes math games and parent involvement to promote higher level skills.

Mini-Courses

One of the programs that sets CAPE apart from other schools in the area is our Mini-courses program. This consists of courses organized and run largely by our talented parents. Mini-courses are a four-week series of enrichment courses held one hour per week, twice a year. Course offerings are different each session, and may be anything from oriental brush painting to gymnastics to stamp collecting. There will be two sessions of mini-courses this school year. Students are free to choose the courses that interest them, and may be in classes with students of varying ages and grade levels.

Project Based

This curriculum helps students become active, engaged learners and gives students the academic foundation to be successful in an increasingly complex world. This method teaches students how to think critically and creatively, evaluate information, solve challenging problems, and develop strong foundational skills.

We love the Camarillo Academy of Progressive Education!

CAPE is a caring community of concerned parents, teachers and students. Our program encourages creativity, flexibility, individuality and self-initiative. We accept and love children for their uniqueness, and design learning opportunities to foster self-esteem and a sense of personal responsibility. We believe this environment is powerful in that it is supportive of **all**,

and working together we have a synergistic effect nurturing all children and instilling a life-long love of learning.

WHAT MAKES CAPE?

- Collaborative Teachers
- Junior Great Books Program
- Big Buddies / Little Buddies
- Assemblies
- Writers' Workshops
- Parent Participation / Parent Volunteer Program
- Morning Meetings/Advisory
- Music Classes and Opportunities
- Mini Courses
- Storyline
- Field Trips
- Music and Band Program
- End of Year Family Picnic
- Celebrate With Books
- Artist of the Month
- Composer of the Month
- Project Based Learning
- Zoo Phonics
- Handwriting without Tears

WHAT MAKES CAPE?

Parent Student Teacher Organization ("PTSO").

All CAPE parents, teachers, and students are members of the PTSO. The PTSO meets once a month. Please see your CAPE calendar on the website for the date of the meetings. The PTSO is constantly finding various and important ways and means to help our school function at the highest level. Kimberly Glasby is the current PTSO president.

CHATTER TIME

Chatter Time is the first Tuesday of the month at 8:15 a.m. in the Community Room. This is an opportunity for parents to sit in an informal manor and ask questions of the administration team. Come with your questions, concerns or feedback.

JUNIOR GREAT BOOKS PROGRAM

This program is available to students in grades 3 through 8. Students read selected books and then, guided by a trained leader, discuss ideas and develop their own interpretations of the meanings in books. Students learn to think independently about literature as well as to consider opinions other than their own.

COMPOSER, ARTIST OF THE MONTH

These are ongoing programs that expose students to character building words, classical music, composers, art styles, artists, and enriching activities that are grade-level appropriate.

FIELD TRIPS & COMMUNITY OUTREACH SPEAKERS/PROGRAMS

CAPE provides a wide spectrum of field trip opportunities where children learn in a variety of real-life settings. Various community groups offer outreach programs that bring speakers and "museum experiences" to the classroom.

BIG BUDDIES / LITTLE BUDDIES

The program consists of older students helping and "teaching" younger students under the direction of a teacher. The younger children benefit from individual attention and guidance. The older students learn through teaching and feel good about themselves in this positive role and setting.

ASSEMBLIES

We have a variety of assemblies including speakers and performing groups, as well as assemblies and performances by our own student body.

YEAR-END ALL-SCHOOL FAMILY PICNIC

CAPE holds an annual picnic for the community of students, staff and parents.

CELEBRATE WITH BOOKS

The purpose of this program is to celebrate your child's birthday or other special occasions with books instead of class treats and/or gifts. The birthday child may bring a book to share with the class and then present it to the classroom library. A bookplate is placed in the book in recognition of the donation, and parents/children can write a message inside the book cover.

STUDENT ARRIVAL AND DEPARTURE TIMES

Staff is on duty to supervise children for specific times before and after school. It is important that children arrive and depart within these specific times.

Students are picked up off the playground at 8:10 and instruction begins at 8:15 a.m. Students may arrive beginning at 8:00 a.m. There will be no supervision before this time.

All students must be picked up from school by 2:40 (within 10 minutes of their dismissal time). There is no supervision after this time, therefore any student not picked up will be brought to the office to wait. There will be no supervision in the office after 3:00 pm.

ATTENDANCE & TARDIES

Regular school attendance is very important for academic growth. Parents should try to schedule appointments so that a minimum of class time is missed. When a student is absent from school, the parent/guardian must notify the office of the date and specific reason for the absence. This can be done by calling the office, or send a note with the student on the day they return. The office number is: 805-384-1415.

Following an absence and before going to class, students are required to stop in the CAPE office and submit their note with the reason for the absence and then receive an admittance note.

When a child returns to school after an illness, he/she should be well enough to go outside at recess. PE is a state mandated program for grade 4-8, therefore a doctor's note must be presented to the teacher to be excused from this course. No child may be in school with a fever or any contagious or communicable disease. Parents will be called to pick up their child if he/she is unable to benefit from being in school due to general illness or extreme fatigue.

Students who leave the school grounds during the school day must be signed out of the office by a parent or guardian.

CAPE Tardy Policy (B.P #501)

Section 48200 of the Education Code of the State of California states that it is the responsibility of the parents/guardians to ensure that their children attend school regularly and on-time. In addition, CAPE Board of Trustees has adopted a specific set of policies and procedures in relation to absence, tardy, and promotion for all students.

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of CAPE Charter School to have students arrive to class on time every day.

The students are expected to be in class each day at 8:10 a.m. Students who arrive to their homeroom after the 8:15 a.m. tardy bell are considered late, and must adhere to the consequences listed below. If you bring your child to school after 8:15 a.m., he or she must sign in at the front office documenting the time of arrival as well as the reason. The child will then be given a Tardy Pass to admit him/her into his or her classroom.

Six unexcused tardies within a single school year will result in a personal communication to parents from administration and a detention for the student. The student will have detention for each subsequent tardy thereafter.

It is important that students be in class and ready to learn at 8:15 a.m. The following are excused tardies:

- Medical, dental, optometric, or chiropractic appointments with documentation; and
- Funeral service and/or bereavement.

ALL OTHER EXCUSES WILL BE CONSIDERED AN UNEXCUSED TARDY

Tardy Policy and Consequence Table

Unexcused Tardies

Consequences

3 tardies

Written Warning sent to parents

6 tardies	Personal Communication with Parents from Administration 15-minute Detention. (lunch or recess) Each subsequent unexcused tardy will also result in these consequences.
9 tardies	Student and Parent Referred to Tardy Committee (which will include members of the CAPE Board of Trustees)

STUDENT DROP OFF AND PICK UP

1. Do NOT park in the handicapped parking space unless you are legally entitled.
2. Do NOT park where the curb is RED.
3. Do NOT stop in the middle of the driveway area to drop off or pick up children.
4. Do NOT stop and block traffic.
5. The school driveway is ONE WAY ONLY.
6. Our parking lot is a CELL-FREE zone; please refrain for using your cell phones while driving and picking up your child.
7. Watch for children and the teachers on duty.
8. Use the two crosswalks when going from the parking lot to the school.

Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. CAPE provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the Oxnard Union High School District. These services are available for special educations students enrolled at CAPE. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. CAPE collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Section 504

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 benefits of, or otherwise subjected to discrimination under any program of the charter school. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the charter school. The parent of any student suspected of needing or qualifying for accommodations

under Section 504 may make a referral for an evaluation to the Director of Operations. A copy of CAPE's Section 504 policies and procedures is available upon request.

Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Director of Operations or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

[INSERT Name and job title of person who will serve as liaison]

[INSERT Address and Phone Number where liaison can be reached]

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at CAPE.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CAPE if any, and referrals to health care

services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, CAPE charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

EMERGENCY CARDS

Emergency cards are maintained in the school office and are of utmost importance. It is imperative that you come to the school to make any changes in daytime or emergency telephone numbers. There may be an occasion when we must reach you or an emergency contact person to facilitate the needs of your son or daughter. Without current telephone numbers, a minor problem may become a very real crisis. A student may not leave the school grounds with anyone other than those listed on the emergency card unless the school receives a signed note from the parent(s) stating the name of the

Updated: November 2017

person(s) with whom they may leave. **It is important that you come in and make any changes on emergency cards.**

LUNCHES & MILK

CAPE does **not** provide food or milk services at this time. All snacks, lunches, etc. will need to come from the home. To provide an atmosphere of good health, there is to be no soda, energy drinks, or candy at CAPE. The PTSO does offer a Friday Food Fund raising, so please watch for information about those dates in your Wednesday school folders.

Free and Reduced-Price Meals

CAPE participates in the National School Lunch Program. Applications for free or reduced-price meals are included in the first day packets to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

REPORT CARDS

You will receive report cards at the end of each trimester for K-8. Report cards will be handed to your child at the end of the reporting period. Please return the envelopes after first and second trimesters so that we may reuse them during the year.

California Assessment of Student Performance and Progress (“CAASPP”)

CAPE annually administers required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Pupil Records, including Challenges and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the CAPE receives a request for access. Parents or eligible students should submit to the Director of Operations or designee a written request that identifies the records they wish to inspect.

Director of Operations will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask CAPE to amend a record should write the Director of Operations or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CAPE decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before CAPE discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by CAPE as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the charter school Board of Trustees. A school official also may include a volunteer or contractor outside of the charter school who performs an institutional service of function for which the charter school would otherwise use its own employees and who is under the direct control of the charter school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CAPE discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31

of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires CAPE to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A charter school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

1. To other school officials, including teachers, within the educational agency or institution whom CAPE has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1));
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2));
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State ("SEA"). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35);
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4));
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7));
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8));
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9));
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10));

9. Information CAPE has designated as “directory information” under §99.37. (§99.31(a)(11));

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books and charter school or educational advocacy organizations. CAPE has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CAPE to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Director of Operations at: (805) 384-1415.

HOME AND SCHOOL COMMUNICATION

Good communication is the key to providing quality education for the child. The principal’s newsletter is an update from the school office. There is also a parent newsletter, which comes home once a month. School folders will be coming home on Wednesdays; they will contain all school and/or class information for the week with non-class specific information sent home in the Wednesday folder of the youngest child in each family. Please watch your email for critical response information as well as notes from teachers. Teachers may have websites to give updated information about their particular classes. We have a school website where you can access information about CAPE as well as the teacher websites.

Please read these communications regularly to remain up to date on important school events.

Formal parent/teacher conferences are conducted in the Fall for everyone in K-5 (middle school is on an invitation basis but does offer drop in times) and in the Spring on an invitation basis.

Inquiries concerning classroom assignments, activities, or projects should be directed to the teacher first. In most cases, matters regarding classroom procedure can be answered best by the teacher and questions can be resolved at that level. If there are continued concerns, contact the administrative team.

Teachers like to hear positive comments about what is happening in their classrooms. Let the teacher know when you are pleased as well as when you have a concern or question.

EXTENDED LEARNING OPPORTUNITIES (Homework) POLICY

Extended Learning Opportunities have a place in the educational program at CAPE Charter School. Teachers carefully consider the child's needs when planning homework to make home assignments an integral part of the child's educational experience.

Extended Learning Opportunities that are meaningful in content will be assigned on a regular basis, Monday through Thursday in grades K-5 (special circumstances may warrant homework to be completed over the weekend.), and Monday through Friday for grades 6-8.

The frequency and length of homework assignments will be established by grade level teachers. Parents will be informed of the classroom homework policy in writing at Back-to-School night.

Teacher Qualification Information

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

INDEPENDENT STUDY AGREEMENTS

If you know ahead of time that your child will not be in school due to circumstances other than illness, an Independent Study Agreement is available from the school office. This allows the student to continue with the regular school curriculum and he/she can receive credit for work done away from school. The Independent Study Agreement must be developed at least **one week** before the student's absence begins for absences of 3 or fewer days, and **two weeks** for an absence of week or more. CAPE receives funding for absent student when the assignments listed on the Independent Study Agreement are completed and turned in to the classroom teacher. The office must keep the original of all assignments. Given the amount of effort involved in completing independent study

assignments by the teachers and office staff, if your child fails to complete the independent study work it is possible that further independent studies will not be offered.

EVERYONE MUST SIGN IN

All visitors, volunteers, parents, guests or anyone else coming on the campus must sign in at the office and wear an I.D. badge. This is for the safety of the children as well as for your safety. If we were to have an emergency, we would know who to look for by the sign in book.

CLASSROOM VISITATIONS/VISITORS

Parents are always welcome at the CAPE. Please review the Volunteer Section for more information on volunteering in the classroom. If you would like to visit a classroom other than your child's or observe in your child's room, please call the office to make an appointment. It is suggested that the length of visitations be limited to 20 minutes (October-May). All visitors MUST sign in at the office before going to the classroom.

The education of your child requires a high degree of home-school cooperation. If you wish to receive information about your child's work, call the school and ask to have the classroom teacher return your call. Conferences will be held before and after school, not while class is in session.

PARENT PARTICIPATION

Parents' enthusiasm and participation are very important to the successful program offered at CAPE. As a parent of a CAPE student, we want you to fully understand the commitment involved in having a child at our school. Having an excellent progressive program takes time and resources from our parents. Parents can help out in many ways, such as: classroom aide, material preparation, organizing or working on special events, fundraising, etc. Every parent is encouraged to volunteer in some fashion. Please see the volunteer section for more information.

Parents are encouraged to attend school-wide informational meetings which will be held as needed. The meetings are usually held in the evening. These meetings are very important to the functioning of the school. Parent participation is also suggested and encouraged for all of the fundraising activities. Throughout the year parents are asked to donate to specific events such as mini-courses, assemblies, field trips, and special projects in class. No child will be denied participation in activities due to inability to donate.

CLASSROOM INTERRUPTION PLAN

The importance of providing students with uninterrupted instruction is essential to the learning process. Non-emergency interruptions should be limited. If it should be necessary to visit your child's classroom or deliver a message, please be as unobtrusive

as possible. **You must check in at the office first.** Your cooperation in this matter is appreciated.

In order to provide for uninterrupted learning, the following guidelines will be followed:

- Personal phone messages to students from parents will be put in the teacher's box or if necessary, delivered 5 minutes before lunch, recess or dismissal. Please make arrangements for after-school activities before dropping your child off at school.
- There is a **DROP OFF AREA** in the office. This is where you can drop off a lunch, forgotten homework assignment, jacket or other personal item. Students may then come in at recess or lunch to get the item. If needed, a note alerting the student of the item can be given to the office staff who will pass it on to the teacher.
- Parents who urgently need to speak to their child during instructional time must report to the office first and sign in.
- Requests for homework for absent students should be made through the office by 11:00 a.m. on the day of the absence. For extended absences other than illness, contact the child's teacher for an Independent Study Agreement.
- Students who are taken from the school site during the school day must be signed out in the office and called from the classroom by the office staff.
- Classroom visitation by prospective students and parents should be scheduled during predetermined visitation times.
- Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
- Parents who are volunteering in classrooms need to turn off their cell phones or put them on vibrate.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

MEDICATIONS

California State Education code for Health and Welfare requires that, If your child must temporarily take a prescription or 'over the counter' medication (even an aspirin or cough drop) at school, it must be taken to the office (preferably by an adult) in the original container, giving the name of the medication, strength, and dosage to be given, and an 'Administration of Medication in School' form signed by the physician. **If this form does not accompany the medication, school personnel cannot administer the medication and a parent must come to the school to do so in the presence of an office staff member.** The health office has the "Administration of Medication in

School" forms. The Health Assistant or School Site Administrative Assistant will supervise as directed by the doctor.

Immunizations and Physical Examinations

To ensure a safe learning environment for all students, the charter school follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School.

Students who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed.

"NO USE" STATEMENT (B.P. #512)

CAPE recognizes that the use of alcohol, other drugs, and tobacco, and the problems associated with these are becoming increasingly common in our society and among youth.

CAPE recognizes that the use of alcohol, drugs, and tobacco often precedes the development of problems. CAPE enforces a "no use" of alcohol, drugs or tobacco by students.

CAPE believes that it is in the best interest of the community to take steps to promote, enhance, and maintain a drug-free school system and student body, and that along with parents and other segments of the community, it has a role to play in helping students to remain drug-free.

The use of controlled substances by students is a suspendable offense. Continued use could lead to expulsion from school.

TOBACCO – VAPING* -SMOKE-FREE ENVIRONMENT (B.P. #512)

The CAPE Board of Trustees recognizes that smoking presents a health hazard which can have serious consequences both for the smoker and non-smoker. The use and possession of tobacco products, electronic cigarettes, or tobacco paraphernalia by students, teachers, staff, parents, or the public is prohibited in school buildings or on school grounds and in vehicles or buses transporting CAPE students on a school

sponsored field trip. This policy is also extended to all students, teachers, staff and parents at any school-sponsored activity at any time, whether on or off school grounds. Students who violate this policy shall be subject to disciplinary procedures which may result in suspension from school.

*Vaping utilizes a Propylene Glycol or Vegetable Glycerin based liquid, mixed with small amounts of nicotine and food grade flavoring that then get vaporized in a small battery powered atomizer, simulating the experience of smoking. The vapor created is inhaled and exhaled much like cigarette smoke hence the term "VAPING" as opposed to "SMOKING"

LASER LIGHT POLICY (B.P #503)

For safety purposes, laser light pointers are not permitted on school premises without special permission for administration. As per procedure and policy, unauthorized objects other than those needed for regular school activities may be confiscated and not returned. Students bringing laser pointers may be suspended.

CELL PHONE POLICY (B.P. # 502)

Cell phones must be turned off and stored in the child's backpack. Cell phones are **NOT** allowed to be in pockets or on the child's body. Cell phones cannot be used on school property (this includes before and after school hours). Phones are available in every classroom and the main office for communication between parent and child if necessary. As per procedure and policy, cell phones used on school grounds will be confiscated. First time offense will result in the cell phone being confiscated and kept in the administration office. Students may have their cell phones returned by bringing a parent or guardian into the administration office to retrieve the cell phone. Repeat offenders may have their cell phones confiscated and not returned until June.

iPod/Digital Music/Electronic Games Policy (B.P. #505)

iPods must be turned off and stored in the child's backpack. iPods are **NOT** allowed to be in pockets or on the child's body. As per procedure and policy, iPods used on school grounds will be confiscated. First time offense will result in the musical device being confiscated and kept in the administration office. Students may have their iPods returned by bringing a parent or guardian into the administration office to receive their iPod. Students who continue to break our iPod rule may have their musical device kept in the administrative office until June. For purposes of this policy, an iPod is defined as any portable electronic device designed to be used for storage and/or playback of music, video, images, or other data, or to directly or indirectly access the Internet or other data network.

EMERGENCY / DISASTER PROCEDURES AND DISMISSAL

In the event of an emergency such as fire, flood, explosion, earthquake, or chemical spill, your child will be kept at CAPE or the nearest public school, and released only to you or a person designated on your child's emergency card. That person will sign your child out, stating who they are and where they will be with your child. The PTSO and CAPE have provided emergency supplies which include first aid materials, food, water, tools, flashlights and other emergency equipment. Two-way radios are used for on-campus communication as well as direct communication with the district office. It is the responsibility of the parent to keep the school informed of any changes in phone number, address, place of employment emergency contact persons, etc. A complete disaster plan is on file in the school office. The designated area to pick up and sign out students will be at the gate that faces Skeel St., however, that area could change, depending on the circumstances of the emergency.

MOVING: TEXTBOOK & CAPE PROPERTY POLICY

When a student leaves CAPE, all textbooks and CAPE property materials are to be returned to school. If the textbooks are not returned or paid for, report cards will be held at CAPE until the books or payment is received. Parents are responsible for the value of the materials at the time of their loss.

PERSONAL POSSESSIONS

Toys and other personal items which are used for sharing time or for enhancement of the school's educational program may be brought to school by students if approved by the teachers. For safety reasons and to protect personal property, all other toys (including trading cards), and playground equipment should remain at home. Electronic games are not to be used on campus unless under the direction of a teacher. If a student brings in a ball for playground use it is to be checked with the teacher and will be available for all students to use. Real weapons and "look alike" weapons are not allowed at school at any time.

LOST AND FOUND

Parents are requested to mark all clothing, lunch boxes, etc. with the child's full name. Parents are encouraged to check the **LOST AND FOUND** area near the school office for missing articles. Unclaimed items will be donated periodically to charitable organizations.

BEHAVIOR EXPECTATIONS

As we know, open education involves process as well as product. We go through the process of defining appropriate behavior often so that the people affected by the expectations feel they have a true sense of ownership.

One of the steps in modifying behavior is determining what is and what is not acceptable. Students and teachers together have discussed desired and undesired behaviors.

Here is a list of behaviors and consequences by which the CAPE community chooses to live.

EVERYONE HAS A RIGHT TO FEELINGS AND OPINIONS	LIMITS OF BEHAVIOR Feelings may not be expressed in destructive or hurtful ways. The proper time must be found to express our opinions.
COURTEOUS TREATMENT	Swearing or rudeness are not acceptable ways of expressing feelings.
RESPECT	We are all valuable people. Therefore, everyone will speak and act toward others in a respectful manner.
PHYSICAL SAFETY	No one may hit, hurt, or throw things at anyone. Running and throwing balls are allowed only on the playground.
PROTECTION OF PROPERTY	Stealing or "borrowing" without permission and damage to school property (writing on desks, walls, wasting or destroying materials), are not allowed.
CLEANLINESS AND ORDER	Everyone must do a fair share of clean up.
PURSUE LEARNING TASK	No one may disturb a classmate at a learning task.
PROTECTION OF LAW	The laws of the land must be obeyed.

BEHAVIOR CONSEQUENCES

It is natural for a child to expect reasonable limits on his/her behavior. CAPE has developed a list of **possible** consequences for behavior that interferes with individual success or the rights of others. When it becomes necessary to use the following consequences, a "Behavioral Referral" will be completed regarding the incident, and sent home to parents for signatures.* Although some teachers use a "card" system, they are put in an area not visible by all and no child is ever asked to go flip a card in front of other students (it is done in a private manor).

ACTION TAKEN	REASON FOR ACTION
Step 1 – Firm reminder, verbal warning, a card pulled or individual teacher consequence.	Sometimes just making a student aware of a behavior is enough to change it.

Step 2 - "Time-out" from, an activity, yellow card pulled or individual teacher consequence.	A child needs some space and time away.
Step 3 - "Time-out" from classroom, red card pulled, note or behavioral referral sent to parent, or individual consequence.	Close communication between home and school has a positive effect on children's success.
Step 4 - Behavioral Referral. Possible teacher, student and parent conference or principal, teacher, student and parent conference.	To discuss the behavior and plan what can be done to alleviate the inappropriate behavior and consequences if behavior does not improve.
Step 5 - Possible suspension. The full Cape Suspension/Expulsion Policy is available at the main office.	If a child is unable to function successfully school and to allow others success, everyone is best served by removing him/her.

TEACHER CONSEQUENCES may include "Recess Time Out". This is a 10 minute or more time-out during recess.

Please refer to the sample behavior referral on the next page.

CAPE Charter School SAMPLE (on Yellow Paper)
Behavioral Referral

Student: _____ Grade: _____ Room #: _____
Issued by: _____ Date: _____
Teacher: _____

Notice to the Parent/Guardian

The purpose of this report is to inform you of a disciplinary incident involving this student.

Parent/Guardian Signature

Reason for Referral

- | | |
|--|--|
| <input type="checkbox"/> Repeated Tardiness | <input type="checkbox"/> Profanity |
| <input type="checkbox"/> Disrespect for Rights of Others | <input type="checkbox"/> Fighting |
| <input type="checkbox"/> Disrespect for Property of Others | <input type="checkbox"/> Stealing |
| <input type="checkbox"/> Not Following School Safety Rules | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Disruptive Behavior | <input type="checkbox"/> Continued Disruptive Behavior |
| <input type="checkbox"/> Inappropriate Play / Behavior | <input type="checkbox"/> Tobacco, Alcohol, Drugs |
| <input type="checkbox"/> Other | <input type="checkbox"/> Disrespect for Authority |
| | <input type="checkbox"/> Spitting |

Action(s) taken prior to Referral:

- Made a private statement with the student about their behavior
- Relocated the student within the classroom
- Moved the student to another teacher's classroom
- Lunch or Recess detention
- Contacted parent to discuss the problem and officially warn the parent and student of possible future consequences.
Date: _____ (email, letter, phone, conference, other)
- Student called his/her parent to inform them of their behavior.
Date: _____
- Administration assigned action

Clear Description of Incident:

Present Action and Recommendation(s):

- Student regrets incident, cooperative

- _____ Limit school participation in events and/or activities etc.
- _____ Meet with parent, student, teacher, and administrator to create a behavior plan
- _____ Administrator will determine if consequence requires more severe measures.

BEHAVIOR REFERRALS

Behavior Referrals are intended to communicate concerns, inform parents of problems and alert parents of the need to work closely with teachers and students to improve behavior. **They are to be signed by the parent and returned to school the following day.**

SAFETY RULES

I. GENERAL RULES

- A. Show respect toward all adults and students.
- B. Students may not leave the playground for any reason without checking with the campus supervisors.
- C. Respect school property.
- D. Toys are not permitted at school, **UNLESS**, pre-approved by the teacher. No toys should ever be out on the playground.
- E. Personal electronic devices are not permitted at school. These include toys, games, radios, tape /CD players, and iPods.
- F. Walkie-talkies, radios and other communication devices are prohibited. Students may have cell phones in their backpack or locker as long as they are always turned off except in the case of a major emergency. If they are used on school property, they will be confiscated.
- G. Roller blades, roller skates, roller shoes, skateboards, scooters and other hazardous equipment may not be used on school property.
- H. No pacifiers (including candy pacifiers)/suckers/ and other choking hazards.
- I. Gum is not permitted at any time.

II. PERSONAL SAFETY

- A. No glass containers can be used on campus due to the hazards of broken glass. Please do not bring them for snack recess or lunch.
- B. Students will walk at all times on campus (except during directed activities).
- C. No weapons (real or replicated), drugs, tobacco, alcohol or lighters are allowed on campus at any time (zero tolerance).
- D. Pets may not be brought to school except when approved in advance by the teacher.
- E. Pets must be in cages or on leashes. Students may **NOT PET OR HOLD** dogs cats, hamsters, mice or any other pets.
- F. Items, which could prove harmful to children, such as medicines, chemicals, or sharp materials cannot be brought to school.

III. BICYCLES & SCOOTERS:

- A. Walk bikes, scooter, skateboards, etc. at **all** times while on campus.

- B. Bikes and scooters and skateboards are to be locked onto the bike racks. CAPE is not responsible for lost personal items of any kind.
- C. Students are to leave the bike area immediately after locking up bike.
- D. Bikes and scooters should be in good working condition, i.e. brakes, seat adjustment, etc. should be checked periodically during the school year.
- E. Students should be fully aware of city bicycle safety rules. (It would be advisable to go over the rules with your child).
- F. A safety helmet is required by state law.

IV. PLAYGROUND.

A. Apparatus

- 1. Sitting, walking or crawling on top of the horizontal bars is not permitted. Please go in one direction. Do not flip or jump off. NO BACK FLIPS. Students must have two hands on the bars.
- 2. Please go in one direction on the rings.
- 3. Do not walk up the slides or go down the slides on anything except your bottom. No jumping off the slide (top or middle)
- 4. Be aware of students in the play equipment area. Watch where you are walking. Do not run.
- 5. Equipment must be used properly and only for its intended purpose.



B. Jump ropes

- 1. Jump ropes are to be used for jumping only.

C. Playground Balls

- 1. Playground balls may only be thrown against the handball wall.
- 2. Playground balls may not be kicked on the blacktop.
- 3. Balls may not be thrown at someone's head or body (unless it is catch)
- 4. No Dodgeball of any kind is allowed (unless under the direct instruction of the teacher and with the use of soft balls)

D. Sandboxes

- 1. Do not throw or remove sand from the sandbox.
- 2. Do not behave in an unsafe manner.

E. General Field Rules.

- 1. No tackle games of ANY KIND!
- 2. Treat each other with respect.
- 3. Keep your hands and feet off other students.
- 4. No eating anywhere but in the lunch shelters or specified snack areas at recess.
- 5. Stay within specified boundaries
- 6. Restrooms & Drinking Fountains
 - a. The ledge behind the toilets is not for climbing or standing.
 - b. Paper towels are to be put in the trash can.
 - c. Eating in the restrooms is not permitted for health reasons.

- d. Practice good hygiene. Wash hands after using restroom. Spraying or splashing water, plugging toilets, sinks, or drinking fountains to cause flooding, and throwing toilet paper or paper towels on ceilings or walls is inappropriate, dangerous, and wasteful.
- e. Are only used for their intended purpose and not as a hanging out area.

CAPE Handball RULES

For singles play, determine which player will serve first. Both players stand in the middle of the court, facing the wall. The server starts the game by bouncing the ball once against the pavement and hitting it, when it comes up, at the wall. The ball must bounce back out over the serving line to be considered good. The server has two tries to make a good serve. The other player tries to hit the served ball back against the wall. The ball can be hit after one bounce or while still on the fly.



The ball is hit back and forth continuously between players until one fails to hit it, or hits it over the wall or out of bounds. If the receiver makes the mistake the receiver is out. But, if the server makes the error, the serve goes to the other player and the server is out. Sometimes one player will get in the way of the others as he or she goes for the ball. This is a foul and means that the serve must be repeated if the receiver committed the foul. If it is the server's error he or she is out.

Doubles play is basically the same. Only the partner closest to the ball may return it. Only the serving partner may be in the court while serving but his or her partner may run back in as soon as the serve is hit.

CAPE Four Square RULES

One player stands in the far corner of each square in order to be best prepared for any ball hit to them. The server starts the game by bouncing it once behind the serving line and then batting it with an open hand into one of the other squares.

The player receiving the serve must let it bounce once and then hit it into another square. Any balls that land on lines or leave the court are considered to be out.

When a player commits a fault (steps over the line while serving, misses a serve, hits a line, hits a ball out of bounds, fails to return a hit, uses a fist or an overhand motion to hit the ball, or is hit by the ball on any part of the body except the hands), players shift around the squares.



If there are more than four players, the one who commits a fault leave the court and joins the line of players waiting to get back into the game. A player from the line moves into the square 4 and the other three players move up a square.

There isn't really a winner in four square, the players keep rotating until they grow tired of the game or the bell rings.

STUDENT DRESS GUIDELINES

Parents and students share responsibility with the school to ensure that the dress of students is not disruptive to the learning environment. The following guidelines will be observed in determining appropriateness of a student's apparel.

- Tank tops may be worn if that straps are two fingers in length or under another garment.
- Undergarments and stomachs should not be visible.
- Dress of the student must not interfere with his/her ability to perform assigned class activities.
- All dress must be neat and clean.
- All students must wear shoes, not thongs or open toed sandals.
- Hair must be neat and clean and not a distraction to the learning environment.
- No short shorts, skirts or skorts-They must be longer than fingers when child's hands are placed to their sides.
- No writing on the backside of shorts, skirts, pants, or skorts.
- No caps or hats except on the playground. Caps and hats must be worn correctly.
- Bandanas are not permitted at any time.
- Clothing must be worn as it was designed, i.e.: overall straps must be fastened. No jeans or pants with holes in them.
- Gang related attire, drawings, symbols, hand signs, and flashings are unacceptable at any time.
- Coats, sweaters, lunch boxes and personal items are to be labeled with child's first and last names.
- No sunglasses except on the playground. Sunglasses must be worn correctly (i.e. not on top of the head)
- Any accessory or clothing items that are a distraction may be confiscated.

QUESTIONS, SUGGESTIONS OR CONCERNS

Please communicate your concerns, questions or ideas to your child's teacher. If you have a question about the school program, we urge you to come to the Administration team.

Uniform Complaint Procedure

CAPE has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

CAPE shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Trustees.

Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in CAPE program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety Programs
- Agricultural Vocational Education Programs
- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- State Preschool
- Bilingual Education
- Economic Impact Aid
- Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Director of Operations. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

NAME
TITLE
CHARTER SCHOOL
ADDRESS
Telephone: _____

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Director of Operations or his or her designee in writing.

Complaints will be investigated, and a written Decision or report will be sent to the complainant, within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the CAPE's procedures.

The complainant has a right to appeal CAPE's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the charter school and a copy of CAPE's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of CAPE's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director of Operations.

CAPE Charter School
VOLUNTEER INFORMATION

WHAT IS A VOLUNTEER?

Welcome to the CAPE volunteer program. A volunteer may be described as "an extra pair of hands, an extra measure of personal warmth, a valuable special resource for classroom enrichment, and a bridge between the school and community."

Active parental involvement is essential to achieve the goals of open education. Your support benefits our school community in a myriad of ways. It also sends a message to children that you place a high value on the process of education, enough so that you give of yourself.

**We value the time, energy, and talents
that you lend to CAPE Charter School.**

ROLE OF THE VOLUNTEER	BENEFITS
Work with children.	Expands one-to-one and small group opportunities. Provides additional opportunities to meet student needs, e.g. interest groups, enrichment opportunities.
Perform clerical and other support	Enables teachers to devote more time to direct instruction, facilitation and planning.
Enrich the program with special talents, and organize special events.	Allow students to expand and extend learning needs and opportunities
Work on Steering Committee, School Site Council, and various sub- committees.	Provides support for our strong educational program and helps to plan for continual improvement and growth.
Participate in fundraising activities.	Helps to provide financial support additional outstanding programs, materials, and resources.

CODE OF ETHICS FOR VOLUNTEERS

1. A volunteer enters the school to assume a place on the educational team and acts accordingly to win the confidence and respect of the school staff.
2. A volunteer conforms to established school procedures for reporting in and out, use of materials, etc.
3. A volunteer **supports the staff** by following school-wide or classroom regulations regarding student behavior. However, a volunteer allows the staff to handle all discipline.

4. A volunteer must be **dependable and consistent** in order to provide the maximum benefit of such assistance to the teachers and students at the school.
5. A volunteer is there to increase the students' confidence in themselves and **avoids disparaging remarks** which might undermine that confidence. Find the good and praise it.
6. A volunteer **deals impartially with students**, regardless of differences in background, intelligence, or physical or emotional maturity.
7. **A volunteer does not discuss the child's progress or behavior with the parent or anyone else, but refers parents to the appropriate teacher or principal should a question arise. Direct communication with parents about a child's school work is the responsibility of the school's professional staff.**
8. A volunteer **does not discuss confidential information** with inappropriate persons. A volunteer does not discuss such matters with friends, relatives, neighbors, or other volunteers. Confidential information includes, but is not limited to:
 - Scholastic and health records;
 - Special Education status;
 - Test scores and grades;
 - Discipline problems within a classroom; and
 - Character traits of an individual child.
9. A volunteer **speaks constructively of all professional** staff, but should report difficulties involving the welfare of students or school to the Administration Team.
10. A volunteer is in the school for a relatively short portion of the week, and therefore perception of a problem can be mistaken because the volunteer is not aware of the total situation. **Volunteers should take their questions about such problems to the appropriate staff member.**
11. A volunteer consults with supervising teachers at appointed times so as not to interrupt the teachers' schedules. A volunteer follows school procedures for setting up a parent-teacher conference, and does not interrupt the instructional program, teachers' planning time and free periods, or volunteer schedule.

AGREEMENT OF RESPONSIBILITIES

The volunteer:

1. Maintains his/her commitment by being at school on the scheduled day and time. Should a conflict arise, the volunteer contacts the teacher or the office as soon as

possible by note or phone and attempt to find a substitute to cover the scheduled time.

2. Signs in and out on the school district volunteer sheet AND the PTSO volunteer card in the office. This verifies that the volunteer is in the school in case of an emergency or in case of an accident (insurance coverage).

The teacher:

1. Plans all instructional activities in which volunteers are involved.
2. Defines the role and specific tasks of the volunteer.
3. Trains the volunteer in the use of materials and techniques, with the help of other volunteers and school personnel where appropriate.
4. Assumes responsibility for student behavior.
5. Calls the volunteer in advance if services are not needed on a scheduled day.

The School Office:

1. Provides the volunteer sign in/out sheet in the school office.

**THANK YOU FOR YOUR SUPPORT.
VOLUNTEERS MAKE A DIFFERENCE!**

EFFECTIVE WAYS TO WORK WITH CHILDREN

1. Be warm and friendly. Learn the children's names and show interest in what they are doing and telling you. You are a very important listener.
2. When working with children, encourage them to do their own thinking. Give them plenty of time to answer; silence often means they are thinking and organizing what they want to say or write
3. If you don't know an answer or are unsure of what to do, admit it to the children and work it out together. Feel free to ask the teacher or the children for help when you need it.
4. Use tact and positive comments. Encourage the children and seek something worthy of a compliment, especially when the children are having difficulties.
5. Accept each child. You do not need to feel responsible for judging a child's abilities, progress or behavior.
6. Respect a child's privacy. If a child or a teacher reveals personal information, regard it as a confidence.
7. Maintain a sense of humor.
8. Be consistent with teachers' rules for classroom behavior, schedule, and atmosphere.
9. Wear comfortable clothes and don't hesitate to "get down to a child's level."
10. If parents and friends ask about your work, tell them you enjoy working with the children and discuss activities you do rather than specific information about a child, teacher, or the school.
11. Keep your commitment. The children will expect you and look forward to your coming. If you know you will be gone, tell them in advance. Keep all promises, and make none that you cannot keep. Children never forget!



Home / Learning Support / Health / Health Services & School Nursing

Type 2 Diabetes Information

Pursuant to California *Education Code* Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County. Also see [available translations](#) of this information.

Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific

Islanders are more prone than other ethnic groups to develop type 2 diabetes.

- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).


Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.


References

[American Diabetes Association Clinical Journal](#) 

[Helping Children with Diabetes Succeed: A Guide for School Personnel](#) 

[KidsHealth](#) 

[Mayo Clinic](#) 

[National Library of Medicine and National Institutes of Health's MedLine](#) 

[Centers for Disease Control and Prevention](#) 

Questions: Coordinated School Health and Safety Office | 916-319-0914

Last Reviewed: Monday, August 24, 2015



Type content for your school or local enrollment assistance

Enroll. Get Care. Renew. Health Coverage All Year Long

Health Coverage Options

Medi-Cal:

- ▶ Children—regardless of immigration status—foster youth, pregnant women, and legally present individuals—including those with DACA status—may be eligible for no- or low-cost Medi-Cal.
- ▶ Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost.
- ▶ Medi-Cal enrollment is available year-round.

Covered California:

- ▶ Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them.
- ▶ Based on income and family size, many Californians may qualify for financial assistance.
- ▶ Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have 60 days from the event to complete enrollment.

! Undocumented Families visit: www.allinforhealth.org/resources#Undocumented
Immigration status information is kept private, protected, and secure. It will not be used by any immigration agency to enforce immigration laws, but only to determine eligibility for health programs.

You and your family may qualify for financial help:

Household Size	If 2016 household income is less than...		If 2016 household income is between...
1	\$16,394	\$31,600	\$16,395 – \$47,080
2	\$22,107	\$42,613	\$22,108 – \$63,720
3	\$27,820	\$53,625	\$27,821 – \$80,360
4	\$33,534	\$64,638	\$33,535 – \$97,000
5	\$39,247	\$75,650	\$39,248 – \$113,640
6	\$44,960	\$86,662	\$44,961 – \$130,280
▶	Adults may be eligible for Medi-Cal	Children may be eligible for Medi-Cal	May be eligible for financial help to purchase insurance through Covered California

Enroll.

Three ways to enroll in Medi-Cal and Covered California:

- www.coveredca.com
- 1(800) 300-1506
- Find in-person help: www.coveredca.com/get-help/local/

Get Care.

- ▶ Find a primary care doctor in your network.
- ▶ Schedule an annual checkup for you and your family.
- ▶ Make sure to take your child to the dentist.
- ▶ Pay your monthly premium if your plan requires it.

Renew.

- ▶ Medi-Cal must be renewed every year. Medi-Cal will mail renewal packet. Complete and return. For help, contact your local Medi-Cal office or call 211.
- ▶ Health plans through Covered California must be renewed every year. Renewal information will be mailed at the end of the year, or contact Covered California at 1 (800) 300-1506.

For more information go to:

www.allinforhealth.org

April 2016





Incluya aquí la información sobre su escuela o lugar para asistencia de inscripción local

Inscríbase. Cuide Su Salud. Renueve Su Cobertura.
Cobertura de salud durante todo el año

Sus Opciones de Cobertura de Salud

Medi-Cal:

- ▶ Los niños—sin importar su estatus migratorio—niños de crianza, mujeres embarazadas y personas que estén legalmente en el país—incluyendo aquellos que tengan DACA—pueden ser elegibles para Medi-Cal
- ▶ Medi-Cal proporciona vacunas, visitas al doctor de prevención, especialista, oculista y servicios dentales para niños y jóvenes gratis o a bajo costo.
- ▶ Inscripción al programa de Medi-Cal está disponible todo el año.

Covered California:

- ▶ Covered California es donde los residentes legales de California pueden comparar planes de salud de alta calidad y elegir el que les conviene.
- ▶ Dependiendo de los ingresos y el tamaño de la familia, muchos Californianos también podrían calificarán para obtener ayuda financiera.
- ▶ Inscríbase durante la Inscripción Abierta o en cualquier momento durante el año que a tenido un evento calificado de vida, como si perdió su trabajo o tuvo un bebé. Tienen 60 días del evento para inscribirse.

! Para familias indocumentadas visiten: www.allinforhealth.org/resources#Undocumented
 Su información de inmigración es confidencial, protegida, y segura. Su información no se usará para fines de control de inmigración. Solo se usará para determinar la elegibilidad para cobertura médica.

Usted y su familia podrían calificar para asistencia financiera:

Tamaño de la familia	Si el ingreso familiar en 2016 es menos de...		Si el ingreso familiar en 2016 es entre...
1	\$16,994	\$31,600	\$16,395 – \$47,080
2	\$22,107	\$42,613	\$22,108 – \$63,720
3	\$27,820	\$53,625	\$27,821 – \$80,360
4	\$33,534	\$64,638	\$33,535 – \$97,000
5	\$39,247	\$75,650	\$39,248 – \$113,640
6	\$44,960	\$86,662	\$44,961 – \$130,280
▶	Adultos podrían calificar para Medi-Cal	Niños podrían calificar para Medi-Cal	Podrías calificar para asistencia financiera en la compra de un seguro a través de Covered California

Inscríbase.

Tres formas para inscribirse con Medi-Cal y Covered California:

- www.coveredca.com/espanol/
- 1(800) 300-0213
- Ayuda en persona: www.coveredca.com/espanol/get-help/local/

Cuide Su Salud.

- ▶ Elija su doctor de su red medica.
- ▶ Haga sus citas anuales con su doctor para usted y su familia.
- ▶ Asegúrese de llevar a su hijo(s) al dentista.
- ▶ Si su plan lo requiere, haga su pago mensual.

Renueve Su Cobertura.

- ▶ El seguro de Medi-Cal debe ser renovado cada año. Medi-Cal le enviará por correo su paquete de renovación. Complete y regrese el paquete. Para ayuda, contacte su oficina de Medi-Cal o marque 211.
- ▶ Los planes de salud a través de Covered California se deben renovar cada año. La información para renovar se le enviara a finales de año o contacte a Covered California

Para más información visite:
www.allinforhealth.org
www.asegurate.com



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Camarillo Academy of Progressive Education (CAPE Charter School)		
Contact Name and Title	Maryellen Lang Director of Education and Doreen Learned Director of Operations	Email and Phone	Maryellen.lang@cpae.k12.ca.us and Doreen.learned@cape.k12.ca.us 805-384-1415

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Camarillo Academy of Progressive Education (CAPE) is a K-12 charter school that expands upon the "Open School" philosophy that thrived in Camarillo for over 30 years, first at Bedford Open School and then at Los Senderos Open School. CAPE is expanding to grades 9-12 for the 2017-2018 school year building upon the successful K-8 program that has been in existence since 2006.

Focusing on the California Common Core Standards, this 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
- 4) They are empowered to pursue an assignment to its completion

CAPE opened its doors in September 2007 after the Oxnard Union High School District (OUHSD) Board of Trustees voted unanimously in June 2007 to approve CAPE's charter application. The charter school plans to serve approximately 576 students for the 2017-18 school year. Currently, CAPE leases facilities from the Pleasant Valley School District (PVSD), which is the elementary district of residence of most of the school's students.

CAPE serves a region in Ventura County known as the Oxnard Plain, which is one of the world's most important agricultural centers, with distinctions as one of the nation's leading producers of strawberries and lima beans. The area is home to nearly 300,000 residents, two U.S. Navy bases, the Port of Hueneme (which is the busiest commercial port between Los Angeles and San Francisco) and California State University at Channel Islands. CAPE serves a diverse community: agricultural and industrial, rural and suburban.

The CAPE Philosophy is based upon a set of beliefs about children and how they learn. Children have a natural curiosity, a desire to please, and are motivated to learn. Further, these assets may be capitalized upon by careful planning to make education both interesting and successful. Thus, CAPE produces

students with a life-long interest in learning, with solid experience in self-direction and goal selection, and with the confidence to succeed. The students learn the value of community membership and are equipped with the requisite skills: intellectual, physical, social, and emotional.

The mission of Camarillo Academy of Progressive Education is to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks, and can 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/she can, enabling pupils to become self-motivated, competent, life-long learners, who are equipped for the challenges of the 21st century.

CAPE' s School Wide Learning Outcomes

- Every student will achieve academic success
- Every student will be a conscientious and effective communicator
- Every student will positively contribute to CAPE and beyond

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

CAPE is expanding into grades 9-12 for the 2017-2018 school year.

CAPE will continue to offer teachers trainings specific to their strengths, weaknesses or school needs.

CAPE will offer loaner technology to any student who cannot access technology outside of the school day.

CAPE will expand on the existing theatre program to provide opportunities for more students especially those interested in the backstage of the theatre world.

CAPE will expand on the existing music program and offer more opportunities for students to become involved in music and explore different instruments.

CAPE will continue the Spanish program implemented in the 2016-2017 LCAP.

CAPE will continue to offer California common core standards curriculum with course access to all students and identified subgroups.

CAPE will have a computer adapted normative assessment program to be give at least 3 times per year to all students. Information from these benchmarks will help drive instruction and provide meaningful data to meet subgroup needs on a regular basis not just after state testing identification.

CAPE teachers will be trained in data team analysis and how to implement differentiation both intervention and depth to student subgroups.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The CAPE community was very excited when the new California Dashboard was available online. CAPE received the California Gold Ribbon Award in the spring of 2016 and also completed our mid cycle WASC review. We had an increase in test scores across the grade levels in third through eighth as reported from the CAASSP. Almost all areas of the dashboard showed blue circles indicating that CAPE is on target for academic success.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Although the majority of the dashboard showed blue circles, CAPE did have areas to improve as indicated with green or yellow circles (CAPE did not have any orange or red performance leveled circles). One area that needs improvement is English Language Arts (grades 3-8) for our sub population of students with disabilities. This sub population also needs improvement in Mathematics (grades 3-8). Another area this is shown in green is our English Language Arts (grades 3-8) for students who are Hispanic. CAPE does not have a large enough English learner population to be shown as a subgroup on the dashboard, but from data team research, CAPE also feels that it is important to improve the English Language Arts program for our student subpopulation of English Learners.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

CAPE did not show any performance gaps for any student group as related to the LCFF Evaluation Rubric. Please see above for areas that CAPE will focus on as related to student achievement.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CAPE will continue to work on teacher trainings as related to English learner students. CAPE will offer an afterschool intervention program during the school year that will support all students and be of no cost to the CAPE families. CAPE will have loaner technology available for any student who does not have access to technology outside of the school day. CAPE will support furthering all student's education by offering every 8th and 9th grade CAPE student to take the PSAT 8/9 at CAPE for no charge, the PSAT 10 will also be given free of charge to any 10th grader enrolled at CAPE.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 4,242,601

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 277,100

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures include costs associated with running the school, including but not limited to teacher salaries, support staff salaries, administrator salaries, staff benefits, student materials and supplies, operational systems, maintenance, facilities and other costs.

\$ 4,194,798 (4,129,822 BASE / 64,976 SUPPLEMENTAL)

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

Goal 1

Students will discover the joy of learning and retain what they have learned through hands-on learning, resulting in students being self-motivated and engaged in their own education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Intrinsic Motivation _____

Annual Measurable Outcomes:

EXPECTED

The STAR 360 benchmark assessments will indicate that, on average, students are mastering the skills required at their grade levels.

CAPE will meet or exceed a 96% attendance rate.

Less than 10% of students will be chronically absent.

Suspension and expulsion rates will be less than 2%.

The drop-out rate in middle school will be zero.

Respondents to a family survey will reflect that the majority of CAPE families understand CAPE's intrinsic motivation philosophy.

ACTUAL

Students in grade K-8 took the STAR 360 benchmark assessments at least 3 times during the year. On average students are mastering the skills required for their grade levels. Those students who have not mastered, have made significant growth.

CAPE did meet a 96% attendance rate

CAPE had less than 10% of students chronically absent

No students dropped out of middle school

It was reported that 82% of parents surveyed understand CAPE's intrinsic motivation philosophy.

ACTIONS / SERVICES

Action **1.1**

Teacher Training

Actions/Services

PLANNED
 Teachers will attend training that support the curriculum and philosophies of CAPE. For example: Storyline and Project-Based Learning, CAFE, and Everyday Math

ACTUAL
 All teachers attended a two-day Lucy Calkins training on campus. One teacher was sent to New York for a week-long Lucy Calkins training. Two teachers attended a EL training offered by VCOE. Administration attended all legal forums offered by VCOE and the state charter conference.

Expenditures

BUDGETED
 LCFF Base Rate:
 5200: \$7,200

ESTIMATED ACTUAL
 4000-4999 Books & Supplies LCFF BASE: \$6,600.00 (Calkins Training Books)
 5000-5999 Operating Expenses LCFF BASE: \$2,840 (Travel/Conf)

Action **1.2**

Field Trip

Actions/Services

PLANNED
 Teachers will integrate field trips into their instruction, ensuring that field trips are connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.

ACTUAL
 CAPE teachers integrated field trips into their instruction, ensuring that field trips were connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.

Expenditures

BUDGETED
 Fundraising:
 5812: \$25,000

ESTIMATED ACTUAL
 5000-5999 Operating Services – FUNDRAISING: \$30,0000 (Field Trips)

Action **1.3**

Orientation

Actions/Services

PLANNED
 The orientation given on tours will be reviewed and possibly modified to ensure that incoming families understand CAPE's focus on intrinsic motivation. A focus on CAPE's philosophy will also be more intentionally incorporated into back-to-school nights, staff meetings and other communication channels with stakeholders.

ACTUAL
 CAPE administration held 10 tours for incoming students and invited any existing families that wanted to have another orientation of the philosophy of CAPE. The new orientation video was shown at back to school night and ran during open house. The video is also available in this year's yearbook as an QR code scan.

Expenditures	BUDGETED LCFF Base Rate: 5850: \$1,500	ESTIMATED ACTUAL 5000-5999 Operating Services – LCFF BASE \$1500.00 (Promo Video)
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Action **1.4**

Marketing

Actions/Services	PLANNED CAPE will focus on a marketing campaign that will help inform the outer community about CAPE and the lottery process. Funds will be used to provide information in Spanish.	ACTUAL CAPE updated the lottery application and made all forms available in both English and Spanish. CAPE presented a review of CAPE and a powerpoint explaining the CAPE philosophy at a board meeting at OUHSD that was televised and available on their website.
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Expenditures	BUDGETED LCFF Base Rate: 5830: \$1,000	ESTIMATED ACTUAL 5000-5999 Operating Services – LCFF BASE \$1,954 (Promotional AD)
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Action **1.5**

Assemblies

Actions/Services	PLANNED At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.	ACTUAL CAPE hired an outside speaker to speak on Internet Safety and invited all the parents on the CAPE community. This event happened at night. CAPE hired Discovery Cube to run a science themed assembly at night for CAPE families. During the school year CAPE had 2 student assemblies that enhanced the school's curriculum.
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Expenditures	BUDGETED LCFF Supplemental & Concentration Grant 5850: \$7,000	ESTIMATED ACTUAL 5000-5999 Operating Services – LCFF SC: \$3,980 (Assemblies)
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Action **1.6**

Attendance

Actions/Services	PLANNED CAPE will communicate with parents regarding the importance of attending school at least twice during the school year. A student who are considered chronically absent or excessively tardy will receive notification from CAPE and a plan will be set in place	ACTUAL CAPE sent out two notifications to the entire school population regarding the importance of attendance and academic success. The number of absences and tardies per child was reported to parents three times during the school year. CAPE adopted a new independent study policy to go into effect at the beginning of the
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to make improvements on his or her absences and/or tardies.

2017-2018 school year. Parents were notified by phone call for each absence or tardy their child received from CAPE.

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CAPE was able to implement all aspects of goal number 1. CAPE provided 6 days of staff development for all the teachers and 2 half days of staff development for the 2016-2017 school year. Teachers were encouraged to attend other trainings and given time off if needed to attend. All staff participated in assemblies and over 40 parents attended the evening safety training with Dr. Tracey Bennett. The marketing video involved the entire community and was made available on every tour, back to school night, open house and is available to stream off our CAPE website and in the CAPE yearbook. All enrollment and lottery applications were put in both English and Spanish. In previous year, if someone needed a Spanish copy, they would need to ask the office manager (who is fluent in Spanish) for the Spanish copy. They are now back to back for everyone.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The CAPE community feels that the actions/services listed under the goals are all important to making the goal obtainable. When the CAPE community was surveyed, teacher trainings, assemblies, and field trips were all listed in the top priorities for students loving school. The survey showed that parents felt that attendance and marketing were less important and did not make the list of top priorities for CAPE. The administration, board of directors and staff feel strongly that attendance is extremely important for students to retain information and enjoy school. Although marketing didn't survey as highly, it is important as a charter school to reflect the surrounding areas and this is a recommendation from our latest WASC visit to continue to invest in marketing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CAPE had budgeted \$7,000 for Assemblies but only spent \$3,980. One of the assemblies that CAPE used (an outside company) had trouble with their presenter and gave CAPE a discount of 50% off the next show. Dr. Tracy Bennett who did the parent night on technology and internet safety, loved the communication with the parents and ended up donating her speaking fee to the school. For Day with an Author, we were lucky enough to have a parent who is a screen writer in Hollywood donate his time too.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CAPE will lower the budgeted amount of assemblies for the next school year. From the LCAP survey, the CAPE community feels that teacher training is a top priority and funding for teacher training will remain at the budgeted amount. Administration will continue to work with the attendance clerk to make sure that chronic absents remains low and attendance rates remain high. With the additional grades of 9-12 for the next school year, CAPE will work closely with the new high school counselor and coordinator to make sure our high school students do not drop out and end their educational paths before graduation (CAPE has had no middle school dropout students).

Goal 2

Through collaboration across the grades, we seek to provide a well-rounded education that includes not only academic content, but also education in the arts, music, physical fitness and other areas, while tailoring instruction to the individual backgrounds, abilities and interests of all children, including low achievers, high achievers and English- language learners.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Annual Measurable Outcomes:

EXPECTED

A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.

A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.

ACTUAL

CAPE teachers reported that 100% of low-performing students receiving intervention improved over the course of the six-week afterschool classes taught by the teacher.

CAPE teachers reported that high-performing students had opportunities to achieve greater depth and complexity and opportunities to accelerate in appropriate.

85% of English-language learners who completed one year of instruction were reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

100% of students received a well-rounded education that included opportunities to explore music, P.E., arts and other subjects related to their enrichment as lifelong learners.

ACTIONS / SERVICES

Action

2.1

Intervention

Actions/Services

PLANNED
 Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students.

ACTUAL
 Teachers implemented a six-week intervention program designed by the CAPE intervention committee (5 teachers sit on the committee that meets weekly). Teachers evaluated intervention materials and refined formative and summative assessments for low-achieving students. New material was purchased to be used by the student support specialist for language arts (small group intervention) and for math clubs taught by the homeroom teachers.

Expenditures

BUDGETED
 LCFF Supplemental & Concentration Grant
 4110: \$3,500
 4210: \$6,300
 5200: \$3,000

ESTIMATED ACTUAL
 4000-4999 Books & Supplies LCFF SC: \$ 11,810.62 (FIG/ EVERYDAY MATH/ RENAISSANCE)

Action

2.2

Differentiation

Actions/Services

PLANNED
 Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high- achieving students.

ACTUAL
 Teachers assessed and implemented differentiation techniques. CAPE had 20 eighth graders who completed an advanced freshman level math course (Integrated Mathematics). CAPE teachers used depth and complexity, project based instruction, and storyline to foster independence and depth for high achieving students.

Expenditures

BUDGETED
 LCFF Base Rate:
 4310: \$5,000

ESTIMATED ACTUAL
 4000-4999 Books & Supplies LCFF BASE: \$443 (MATH TEXTS)
 5000-5999 Operating Services LCFF BASE: \$4,550.00 (STORYLINE)

Action

2.3

English Learner Students

Actions/Services

PLANNED
 Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students.

ACTUAL
 Teachers attended a ½ day training sharing best practices for teaching English-language learners. Teachers then incorporated them into the classroom. All teachers were given the opportunity to visit each other’s classroom to see best practices in action.

Expenditures	BUDGETED LCFF Supplemental & Concentration Grant	ESTIMATED ACTUAL
	5200: \$2,000 5850 \$2,000 4310: \$2,000	1000-1999 Certificated Salaries LCFF SC: \$1000 (SUBS) 4000-4999 Books & Supplies LCFF SC: 2200 (READING PROGRAM) 5000-5999 Operating Services LCFF SC: \$290 (EP TRAINING)

Action **2.4**

Collaboration

Actions/Services	PLANNED Teachers will collaborate across grades to create a scope and sequence for materials. Teachers will share information and best practices across subject areas and grade levels to improve overall teaching methods.	ACTUAL Teachers meet weekly to collaborate across grades to create a scope and sequence for materials. Teachers shared information and best practices across subject areas and grade levels to improve overall teaching methods. The curriculum crew (6 teachers that met weekly) presented at a staff meeting.
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Expenditures	BUDGETED LCFF Base Rate:	ESTIMATED ACTUAL
	1170: \$3,300	1000-1999 Certificated Salaries LCFF BASE: \$3,300 (SUBS)

Action **2.5**

Physical Fitness

Actions/Services	PLANNED Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities.	ACTUAL Students in grades 6-8 participated in PE daily in a variety of different physical fitness activities including but not limited to: yoga, field hockey, basketball, running, circuit training, nutrition, volleyball, etc. Students in grades K-5 participated in PE weekly with a PE teacher, recess and classroom activity instruction by their homeroom teachers.
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Expenditures	BUDGETED Fundraising PTSO:	ESTIMATED ACTUAL
	\$5,000	4000-4999 Books & Supplies FUNDRAISING \$5,000 (PE EQUIPMENT)

Action **2.6**

K-3 Music

Actions/Services	PLANNED Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.	ACTUAL Students in grades K-3 had weekly music classes taught by a music teacher. They worked on a basic understanding of music, note reading and learned the vocabulary of music.
	BUDGETED LCFF Base Rate: 2100: \$5,500	ESTIMATED ACTUAL 2000-2999 Classified Salaries LCFF BASE \$5500 (LUVI)

Action **2.7**

Theatre

Actions/Services	PLANNED An after-school performing arts program will be offered for grades 4-8.	ACTUAL Students in grades 4-8 had the opportunity to participate in the musical Peter Pan in the fall of 2016. All students had the opportunity to participate in the International Day Musical/Skits during the schoolwide International Day Celebration in May of 2017.
	BUDGETED LCFF Base Rate: 2100 \$8,000 4310: \$10,000	ESTIMATED ACTUAL 2000-2999 Classified Salaries LCFF BASE \$6500 (SILVERS) 4000-4999 Books & Supplies LCFF BASE \$1000 (BOOKS)

Action **2.8**

Outdoor Classroom

Actions/Services	PLANNED Students will help create and maintain a living outdoor classroom. Students will create art that will be on displayed in the "thinking" area.	ACTUAL Students, teachers and the CAPE community enjoyed the outdoor classroom and the space was used daily. Students helped to maintain the space. Parents enjoyed meeting in the area both before and after school. Classes were held in the outdoor classroom each day (math, science, language arts, life skills, Spanish, reading and art).
	BUDGETED LCFF Base Rate” 4400: \$20,000	ESTIMATED ACTUAL 4000-4999 Books & Supplies LCFF BASE \$18,082 (OUTDOOR CLASSROOM) 5000-5999 Operating Services LCFF BASE \$10,968 (OUTDOOR CLASSROOM)

Action

2.9

Band and Strings

Actions/Services

PLANNED

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 3-5.

ACTUAL

Band was a required half-year course for fourth graders. Each fourth-grade class commenced their learning with a concert for their parents. Band was also offered for students in grades 5-8, which took place both during school and after school. A voluntary strings program was added for students in grades 2-5 before school and CAPE had 20 students who chose to participate and 2 staff members.

Expenditures

BUDGETED

LCFF Base Rate:

2100: \$5,500

ESTIMATED ACTUAL

2000-2999 Classified Salaries LCFF BASE \$4,000 (LUVI)

1000-1999 Certificated Salaries LCFF BASE \$1,500 (KAVON)

Action

2.10

Artist and Composer

Empe

Actions/Services

PLANNED

All classes will receive monthly presentations on the artist and composer of the month.

ACTUAL

All classes received monthly presentations on the artist and composer of the month. All classes studied the same artists and the same composers. CAPE held an "art walk" during the open house displaying art from all the artist studied over the course of the year.

Expenditures

BUDGETED

LCFF Base Rate:

2100: \$5,500

ESTIMATED ACTUAL

4000-4999 Books & Supplies LCFF BASE \$1861 (ART)

5000-5999 Operating Services LCFF BASE \$372 (ART TRAINING)

Action

2.11

Sports

Actions/Services

PLANNED

School-sponsored after-school, competitive sports teams will be organized for students in grades 6-8. CAPE will purchase uniforms and equipment as needed to make the program successful. Students in grades 4-8 will

ACTUAL

School-sponsored after-school, competitive sports teams were organized for students in grades 6-8. CAPE purchased equipment as needed to make the program successful. Students in grades 4-8 participated in the Camarillo City Wide Track and Field Day.

participate in the Camarillo City Wide Track and Field Day.

Expenditures

BUDGETED
LCFF Base Rate:

5851: \$9,000
4390: \$1,000

ESTIMATED ACTUAL

1000-1999 Certificated Salaries LCFF BASE \$10,250 (COACH STIPENDS)
4000-4999 Books & Supplies LCFF BASE \$2944 (PE EQUIPMENT)

Action

2.12

Spanish

Actions/Services

PLANNED
CAPE will hire a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 can voluntarily take Spanish class as their 6th period Elective Class.

ACTUAL
CAPE hired a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 took Spanish class as their 6th period Elective Class for 1/6th of the school year. This was not a voluntary program as initially planned. CAPE implemented it was one of the six mandated electives all middle school students take during the school year.

Expenditures

BUDGETED
LCFF Base Rate:

1110: \$14,400

ESTIMATED ACTUAL

1000-1999 Certificated Salaries LCFF BASE \$19,000 (PINEDA)
4000-4999 Books & Supplies LCFFBASE \$6,884 (BOOKS/WBOOKS)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CAPE provided all students with a well-rounded education that included art, music, physical education and more. CAPE continues to offer new innovative programs to help all students access the curriculum and be bring curriculum to life. This LCAP brought Spanish education to all grade levels. One unplanned benefit that happened within this action was a boost in confidence within our English Learner population, an opportunity for more leadership roles and an increase of enjoyment to attending school within this subgroup.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Intervention continues to be an area where CAPE will continue to try new ideas and explore different programs. Although all students who participated in the CAPE after school intervention program made progress, the CAPE intervention crew felt that more intervention is needed. Each teacher was provided with a staff development book on how to run intervention centers as a possible model for next year. The teachers will continue to implement storyline and project based learning units to engage further students with high level thinking skills. CAPE continues to foster that exploration not acceleration is how to teach high achieving students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The amount budgeted in the theatre action was more than the actual estimated expense. The Boys and Girls club ended up donating their facility to CAPE after the local theatre that we had anticipated using had a conflict. The stage was purchased by CAPE during the summer and fell under the 2015-2016 school year budget. The lights purchased were adequate for the new facility and no other lights had to be purchased. The facility also came with a sound system, something that CAPE had anticipated needing to purchase.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The term cross grade collaboration is confusing to parents and students when reading the goal. The new LCAP will slightly alter the wording of the goal. Although all the programs are extremely important to a well-rounded education at CAPE, some of the actions/services are repeated and could be condensed into few actions. During the renewal of the LCAP, alterations to the service/action should make the goal more precise and focused.

Goal 3

To prepare students to be competitive in high school and beyond, CAPE will meet state standards, and students will be well-versed in technology.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Annual Measurable Outcomes:

EXPECTED

CAPE will meet state testing targets as they become available.

Students in grades K-3 will use technology at least twice a month related to their learning.

Fourth through eighth graders will use technology at least twice a week related to their learning.

ACTUAL

CAPE tested all students in grades 3-8 through the CAASSP testing system. Although final reported scores are not available at the time of this LCAP, the report summary that is readily available shows that CAPE students are meeting State Testing Targets.

Students in grades K-3 used technology on average at least twice per month related to their instruction.

Students in grades 4-8 used technology at least twice per week on average relating to their instruction with middle school students averaging almost daily use.

ACTIONS / SERVICES

Action	3.1	Credentials	
Actions/Services		<p>PLANNED Teachers will hold a valid California Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold and CAPE will assign teachers to grade levels and subject matters that are consistent with their credentials and experience.</p>	<p>ACTUAL All CAPE teachers held a valid California Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold and CAPE assigned teachers to grade levels and subject matters that were consistent with their credentials and experience.</p>
Expenditures		<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL 0</p>

Action	3.2	California Common Core Standards Materials	
Actions/Services		<p>PLANNED Pupils will have access to materials aligned with California Common Core. The goal for 2016-17 is to pilot 2 different Language Art programs (ReadyGen and National Geographic). Teachers in grades 1 and grades 4 will be trained and teach the curriculum for the school year. They will report during staff meetings about the pros and cons of the programs. CAPE administration will also meet with other charters about how the LA programs they purchased are meeting their students' needs both with intervention and challenge.</p>	<p>ACTUAL CAPE started the year piloting the two programs as planned. Second grade and kindergarten then wanted to pilot Lucy Calkins as those pilots were added. Fourth grade quickly discovered that ReadyGen was not the right fit for CAPE and switched to the National Geographic pilot that first grade was using. Although CAPE liked the National Geographic, it was determined that Lucy Calkins Reader and Writers was the better fit for the CAPE community and CAPE has adopted the program for grades K-5. Administration attended a training in Wisconsin on implementation of the program and hired a trainer to come to CAPE on June 14th and 15th to train all teachers. CAPE purchased new science kits to get ready for the Next generation science standards and move the science curriculum to be aligned with state expectations.</p>
Expenditures		<p>BUDGETED LCFF Base Rate: 4110: \$60,500 Supplemental & Concentration Grant</p>	<p>ESTIMATED ACTUAL 4000-4999 Books & Supplies LCFF BASE \$26,887 (FOSS) 5000-5999 Operating Services LCFF SC \$7,000 (LC TRAIN)</p>

4110: \$5,500	
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Action

3.3

CAASPP

Actions/Services

PLANNED

Teachers will be trained to competently administer the Smarter Balanced assessments to all qualifying students, and technology will support Smarter Balanced testing.

ACTUAL

All CAPE Teachers in grades 3-8 were trained to competently administer the CAASSP assessments to all qualifying students. CAPE technology was able to support state testing with enough IPADs, keyboards, headphones and bandwidth to support up to 200 students testing at the same time.

Expenditures

BUDGETED

\$0

ESTIMATED ACTUAL

\$0

Action

3.4

Report Cards

Actions/Services

PLANNED

Report cards will reflect California Common Core with a focus on math and science this year.

ACTUAL

All report cards have been updated to California Common Core.

Expenditures

BUDGETED

\$0

ESTIMATED ACTUAL

\$0

Action

3.5

Technology

Actions/Services

PLANNED

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs.

ACTUAL

Teacher created lesson plans and projects that utilized technology in the classrooms, and technology was adequate to meet the student's needs. New Ipads and notebooks were purchased to replace models that were obsolete.

Expenditures

BUDGETED

LCFF Base Rate:

ESTIMATED ACTUAL

4000-4999 Books & Supplies LCFF BASE \$43,000 (IPADS ETC)

4400: \$5,000
5200: \$500
9400: \$15,000

4000-4999 Books & Supplies LCFF BASE \$3,878 (APPLE TV SPEAKERS KEYBOARDS)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All teachers used technology on a regular basis. Teachers had the opportunity to share best practices with technology and use different presentation techniques to present to each other during staff and crew meetings. OUHSD helped with the training and implementation of the CAASSP testing and all 3rd – 8th grade students were tested within the given time window. All curriculum at CAPE has shifted to common core and all report cards have been updated and reflect the standards and expectations of each grade level.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All the actions and services listed were effective in meeting goal number 3 of the CAPE LCAP as determined by the measures listed under the goal. Technology still remains an important priority to the CAPE community as shown in the LCAP survey. The initial one to one IPAD roll out wasn't seen as important to the K-2 student/parent population through conversations in chatter time, PTSO meetings and the LCAP survey. Incorporating technology into meaningful lessons and part of the regular instruction continues to be an important aspect of the CAPE culture and curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CAPE had planned on purchasing a "box" program for the new common core language arts adoption and had budgeted over \$60,000 for the new materials. After piloting a few different options, the CAPE community reported that a "box" program was not the type of program that would work with the CAPE population. CAPE purchased Lucy Calkins Readers and Writers instead. This program utilizes novel reads and books by level. The initial cost of the program is much less than the estimated \$60,000. This program will have on going costs in the purchase of classroom library books and reading materials at many different levels. CAPE also had two days of training with a specialist from the Teachers Institute and on-going training will continue to be important with this program. CAPE also determined that many of the IPADS and laptops on site needed to be upgraded for new apps and programs that are essential to the programs at CAPE. CAPE exceeded the budgeted amount in technology to purchase new equipment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The report cards have all be updated to common core and this service/action will be removed from future LCAPs. The new language arts program will take additional purchasing of materials each year and will continue to be part of the LCAP. With the money left over from the under estimation of common core materials, CAPE bought new Foss science kits. These kits are mentioned in future year LCAPs and will be altered to be seen as an update not a new purchase as they were purchased this year.

Goal 4

Facilities will be physically safe, students will feel emotionally safe, and all stakeholders will collaborate as partners in the students' education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Citizenship

Annual Measurable Outcomes:

EXPECTED

CAPE will be 100% compliant with all items on the Facility Inspection Tool.
Students' families will average 35 hours of volunteer time for the year.
CAPE will provide communication opportunities for families each month through Chatter Time, PTSO meetings and Board of Directors' Meetings.
100% of students will receive educational resources as related to character education/social skills.
Students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing them for a lifetime of positive contributions to society.

ACTUAL

CAPE was 100% compliant with all items on the Facility Inspection Tool for the 2016-2017 school year.
CAPE families averaged 32 hours of volunteer time for the year through the "Keeping Track" app. These numbers might be low in comparison to actuals because it relies on families going into the app to log hours.
CAPE provided communication opportunities for families each month through Chatter Time, PTSO meetings and Board of Directors' Meetings.
100% of students received educational resources related to character education/social skills. CAPE utilized the program Second Step.
Students participated positively within the CAPE community. The Junior Optimist Club had 15 members this year and helped with a Camarillo Community event. The sixth grade classes held a "giving party" at the holiday and gave back to the Camarillo community. CAPE held a can drive at Halloween time "Trick or Treat so others can Eat" and collected over 3,000 cans of food for the Ventura County Food Share program.

ACTIONS / SERVICES

Action

4.1

Facilities

Actions/Services

PLANNED

School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.

ACTUAL

School facilities were maintained in good repair, as measured by the state's Facility Inspection Tool.

Expenditures

BUDGETED

LCFF Base Rate:

5630: \$5,000

4370: \$14,000

ESTIMATED ACTUAL

2000-2999 Classified Salaries LCFF BASE \$92,000

4000-4999 Books & Supplies LCFF BASE \$1,914

5000-5999 Operating Services LCFF BASE \$26,372 (PAINTING ET AL)

Action

4.2

Volunteers

Actions/Services

PLANNED

A database will be maintained to match volunteers with volunteer opportunities. Throughout the year, communications will go out regarding volunteer activities from the teachers and the volunteer coordinator.

ACTUAL

CAPE purchased a new volunteer tracking system called "Track it Forward". Parent volunteer opportunities were posted on the weekly email that goes to all parents. The volunteer opportunities were also available on the PTSO website. The PTSO created a volunteer brochure that highlighted all the great opportunities for volunteering at CAPE. CAPE's IT manager worked closely with the PTSO and helped to train the VP of volunteers on uploading parent information into the system, running reports for administration and tracking parent volunteer hours. He also created a how to sheet and presented on both chatter time and a PTSO meeting.

Expenditures

BUDGETED

LCFF Base Rate:

5300: \$600

ESTIMATED ACTUAL

5000-5999 Operating Services LCFF BASE \$288 (OUR VOLTS)

5000-5999 Operating Services LCFF BASE \$200 (COPIES)

2000-2999 Classified Salaries LCFF BASE \$37,080 (IT MANAGER)

Action

4.3

Communications

Actions/Services

PLANNED

Notices of board meetings, board agendas and board minutes will be distributed both in print and

ACTUAL

Notices of board meetings, board agendas and board minutes were distributed both in print and electronically.

electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, flyers and automated phone calls.

Communication about board meetings, Chatter Time and other ongoing activities went out to parents and family members via emails, flyers on and automated phone calls. CAPE purchased an electronic sign for the front of the school that flashes daily announcements. CAPE switched from a “vertical response” email system where parents had to sign-up to get weekly emails, to a system connected to the student information system that automatically updated parent emails and parents did not need to “sign-up” to receive information.

BUDGETED
 LCFF Base Rate:
 2400: \$500
 4350: \$1,300

ESTIMATED ACTUAL
 5000-5999 Operating Services LCFF SC \$500 (COPIES)
 4000-4999 Books & Supplies LCFF SC \$17,100 (SIGN)

Expenditures

Action

4.4

Social Skills

PLANNED
 CAPE will focus on good citizenship, which may include activities connected to CAPE's Super Seven Principles, CAPE's Student Wide Learning Outcomes; "Big Buddies"; Second-Step Social Skills Program and/or community service projects.

ACTUAL
 CAPE focused on good citizenship and teaching lessons from the social emotional curriculum “second step”. Middle school students participated in manic Monday team building activities. Students in grades K-5 used responsive classroom procedures, morning meetings and other activities to promote community and good citizenship. CAPE started a playground program called “buddy benches” to be used if a student needed a friend during recess time.

Actions/Services

BUDGETED
 LCFF Base Rate:
 4310: \$2,500

ESTIMATED ACTUAL
 4000-4999 Books & Supplies LCFF Base \$2500 (Buddy Benches)

Expenditures

Action

4.5

Social Emotional

PLANNED
 A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills,

ACTUAL
 CAPE hired two part-time counselors. One counselor held after school groups with middle school girls on socialization (happened 3 times during the school year). The other counselor met with students who needed additional

Actions/Services

academic organization or specific skills as suggested by the SST (school study team).

counseling support as identified through SST or by parent request. The part time counselor's case load was anywhere from 10-20 students at a time. She would meet one on one or in a group setting. The Speech Pathologist ran small social groups to work on peer relationships and figurative language skills. She was able to observe students on the playground and work with the teachers and campus supervisors on suggestions and scenario cards.

BUDGETED

Supplemental & Concentration Grant:

1200: \$12,800

ESTIMATED ACTUAL

5000-5999 Operating Services LCFF SC \$10,000 (EMPIRE)
5000-5999 Operating Services LCFF SC \$800 (EMBRY)
5000-5999 Operating Services LCFF BASE \$2500 (SEATS)

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CAPE implemented all the actions and services as indicated to achieve the desired goal for the 2016-2017 LCAP. CAPE is still working on an accountability system for tracking volunteer hours. The parents of CAPE volunteer a lot of time, but often do not report their hours into the computer system. This causes our overall volunteer averages to be lower than our actual hours.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As noted above the volunteer hour tracking system needs to be simplified for all parents to feel comfortable reporting volunteer hours. We are hoping with the new app that CAPE is purchasing, that everything in one place will make things easier on our population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CAPE was over budget on communication with the purchase of the new electric sign. This is a sign that will be used for many years and has received a positive rating from the CAPE community. It can be easily viewed as parents are bringing their children to school or picking them up at the end of the day.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CAPE will be adding a suicide prevention and awareness program during the 2017-2018 school year. The afterschool "girls" group was not as well received by our middle school population as anticipated. This program will not be offered in the coming years, but CAPE is hoping to increase the amount of time our counselor is available to meet with students. CAPE will continue to work on teaching social emotional skills, problem solving, conflict resolution and bullying awareness and reporting. CAPE will be purchasing and maintaining a new CAPE specific app available for download onto parents' smartphones. This will allow CAPE to push notifications regarding volunteer opportunities, events happening on campus and can

link with the student reporting system to alarm parents of missing assignments and low performance as set by parent request.

DRAFT

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The CAPE community was invited to complete an LCAP survey. The survey was conducted by Survey Monkey and the link was provided by an email to all parents via the student information system, it was linked twice on the weekly CAPE announcements that are sent via email, the teachers blasted the survey out via their classroom email systems, the link was posted on the CAPE Facebook page. The link was also put on a flyer distributed via the school Wednesday home school communication folder system. The survey opened on April 25, 2017 and closed on May 14, 2017. The results of the LCAP survey were presented at an LCAP meeting on Monday May 15th 2017.

Board of Directors' Meeting: The CAPE Board of Directors meets monthly in a formal public hearing. The CAPE board has two parent representatives, two staff representatives, and a Camarillo community member. Each board agenda for the 2016-2017 had a non-action item report by administration on the LCAP to discuss the progress of the current goals and share ideas that were brought forth by the stakeholders to alter current goals or to create new goals. Boarding meeting dates were: August 22, 2016; October 17, 2016; November 28, 2016; January 23, 2017; February 3, 2017; March 27, 2017; May 1, 2017; May 15, 2017; June 12, 2017.

PTSO Meetings: Each month during the administration report to the PTSO, administration discussed the LCAP's current goals and progress and areas where CAPE could improve. The PTSO board (which has 9 members), at least 2 teacher representatives, at least 4 students and many parents attend the monthly meetings and were able to have open discussion and brainstorm ideas and provide feedback. PTSO meetings dates were: September 2, 2016; October 7, 2016; November 4, 2016; December 2, 2016; January 6, 2017; February 3, 2017; March 3, 2017; April 7, 2017; May 5, 2017; June 2, 2017.

Administration Chatter Time LCAP presentations: The first Tuesday of every month the CAPE co-directors hold an informal information session called "chatter time". Parents and community members come to the table with administration to discuss various topics that pertain to CAPE, CAPE philosophy, CAPE curriculum and anything else parents have questions or suggestions. The LCAP's current goals, progress and ways to improve were discussed at each chatter time. This is an excellent opportunity to gain suggestions and ideas from parents who might not feel comfortable speaking at a formal PTSO or Board Meeting. Chatter time dates were: September 6, 2016; October 4, 2016; November 1, 2016; December 6, 2016; February 7, 2017; March 7, 2017; April 4, 2017; May 2, 2017.

Staff Meetings and Crew Meetings: The teachers and administration discussed the LCAP goals weekly in either staff meeting (whole staff) or in crew meetings (smaller groups of teachers divided into crews with specific topics, ie: curriculum, instruction, intervention, school culture and assessment). New goals for the 2016-2017 school year were discussed and how things were progressing and how to make improvements.

Student Focus Group Meetings with Administration: Random students are invited to sit informally with administration once per month to discuss how things are going at CAPE from a student perspective. Students are randomly selected by same grade level each month (ie: September administration meet with 5 sixth graders). Groups of students range from 4 to 10. LCAP goals and new programs were discussed and new ideas brainstormed.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Teacher training and staff development for improvement in teaching techniques was rated as the most important by the LCAP survey from both staff and the parent community. From meetings with students, parents, the CAPE counselor and middle school staff CAPE has decided to invest in a suicide prevention and awareness program for grades 6-12. A topic of conversation at many of the chatter times, PTSO meetings and student meetings was the current human growth and development curriculum taught at CAPE. The program was purchased at the inception of CAPE 10 years ago and needs to be updated. The material is out of date and the time line needs to be reviewed for when each section is being taught. CAPE will create a task force to help review material and propose a new time line of instruction. The task force will present to the CAPE Governing Board for final review and approval. After communication with OUHSD and the LCAP survey, it was determined that CAPE should offer the PSAT 8/9 to all 8th and 9th graders enrolled at CAPE. This is test that is often not available to all students due to financial reasons and awareness. CAPE will provide the test free of charge, administer the test and make the testing date available to all students. Students enrolled in grade 10 will also be given the opportunity to take the PSAT 10. The social emotional program continues to be an important aspect of the CAPE curriculum and CAPE will continue to work on implementation along with problem solving and conflict resolution. Although all students showed academic improvement, CAPE will continue to work on our intervention program and find innovative ways to encourage students to take advantage of this program.

DRAFT

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 1

Students will discover the joy of learning and retain what they have learned through hands-on learning, resulting in students being self-motivated and engaged in their own education.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL __ Intrinsic Motivation _____

[Identified Need](#)

To become responsible lifelong learners, students need to be inspired by their own curiosity and intrinsically rewarded by their accomplishments through hands-on learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAPE will meet or exceed a 96% attendance rate.	CAPE meets or exceed a 96% attendance rate.			
Less than 10% of students will be chronically absent	Less than 10% of CAPE students are chronically absent			
Suspension and expulsion rates will be less than 2%	CAPE suspension and expulsion rate is less than 2%			
The dropout rate in will be zero	The dropout rate is zero			

CAPE will enroll between 1-10 students in grades 9-12

CAPE expanded into grades 9-12 starting with the 2017-2018 school year. Baseline will be set in 2017-2018.



DRAFT

PLANNED ACTIONS / SERVICES

Action

1.1

Teacher Training

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

2018-19

New Modified Unchanged

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

2019-20

New Modified Unchanged

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$8,000

Amount

\$9,000

Amount

\$10,000

Source

LCFF Base Rate \$5,000
Supplemental and Concentration Rate \$3,000

Source

LCFF Base Rate \$5,000
Supplemental and Concentration Rate \$3,000

Source

LCFF Base Rate \$5,000
Supplemental and Concentration Rate \$3,000

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Expenses (Travel/Conference)

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Expenses (Travel/Conference)

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Expenses (Travel/Conference)

Action

1.2

Field Trips

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will integrate field trips into their instruction, ensuring that field trips are connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.

2018-19

New Modified Unchanged

Teachers will integrate field trips into their instruction, ensuring that field trips are connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.

2019-20

New Modified Unchanged

Teachers will integrate field trips into their instruction, ensuring that field trips are connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.

BUDGETED EXPENDITURES

2017-18

Amount \$30,000

Source LCFF Base Rate: Fundraising/ Donations 29k
LCFF Supplemental Concentration 1k

Budget Reference 5000-5999 Operating Services – FUNDRAISING

2018-19

Amount \$30,000

Source LCFF Base Rate: Fundraising/ Donations

Budget Reference 5000-5999 Operating Services – FUNDRAISING

2019-20

Amount \$30,000

Source LCFF Base Rate: Fundraising/ Donations

Budget Reference 5000-5999 Operating Services – FUNDRAISING

Action 1.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Unduplicated Student Group(s) Schoolwide **OR** Limited to _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The orientation given on tours will be reviewed and possibly modified to ensure that incoming families understand CAPE's focus on intrinsic motivation. A focus on CAPE's philosophy will also be more intentionally incorporated into back-to-school nights, staff meetings and other communication channels with stakeholders.

2018-19

New Modified Unchanged

The orientation given on tours will be reviewed and possibly modified to ensure that incoming families understand CAPE's focus on intrinsic motivation. A focus on CAPE's philosophy will also be more intentionally incorporated into back-to-school nights, staff meetings and other communication channels with stakeholders.

2019-20

New Modified Unchanged

The orientation given on tours will be reviewed and possibly modified to ensure that incoming families understand CAPE's focus on intrinsic motivation. A focus on CAPE's philosophy will also be more intentionally incorporated into back-to-school nights, staff meetings and other communication channels with stakeholders.

BUDGETED EXPENDITURES

2017-18

Amount

\$500

Source

LCFF Base Rate

Budget Reference

5000-5999 Operating Services

Action

1.4

Marketing

2018-19

Amount

\$500

Source

LCFF Base Rate

Budget Reference

5000-5999 Operating Services

2019-20

Amount

\$500

Source

LCFF Base Rate

Budget Reference

5000-5999 Operating Services

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CAPE will focus a campaign that will help inform the outer community, specifically students from Spanish speaking families and low income households, about CAPE and the lottery process.

2018-19

New Modified Unchanged

CAPE will focus a campaign that will help inform the outer community, specifically students from Spanish speaking families and low income households, about CAPE and the lottery process

2019-20

New Modified Unchanged

CAPE will focus a campaign that will help inform the outer community, specifically students from Spanish speaking families and low income households, about CAPE and the lottery process

BUDGETED EXPENDITURES

2017-18

Amount

\$500

Source

LCFF Base Rate

Budget Reference

5000-5999 Operating Services

Action

1.5

Assemblies

2018-19

Amount

\$500

Source

LCFF Base Rate

Budget Reference

5000-5999 Operating Services

2019-20

Amount

\$500

Source

LCFF Base Rate

Budget Reference

5000-5999 Operating Services

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.

2018-19

New Modified Unchanged

At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.

2019-20

New Modified Unchanged

At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.

BUDGETED EXPENDITURES

2017-18

Amount \$7,000

Source Supplemental and Concentration Rate

Budget Reference 5000-5999 Operating Services (Assemblies)

2018-19

Amount \$7,000

Source Supplemental and Concentration Rate

Budget Reference 5000-5999 Operating Services (Assemblies)

2019-20

Amount \$7,000

Source Supplemental and Concentration Rate

Budget Reference 5000-5999 Operating Services (Assemblies)

Action **1.6**

Attendance

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CAPE will communicate with parents regarding the importance of attending school at least twice during the school year. A student who are considered chronically absent or excessively tardy will receive notification from CAPE and a plan will be set in place to make improvements on his or her absences and/or tardies.

2018-19

New Modified Unchanged

CAPE will communicate with parents regarding the importance of attending school at least twice during the school year. A student who are considered chronically absent or excessively tardy will receive notification from CAPE and a plan will be set in place to make improvements on his or her absences and/or tardies.

2019-20

New Modified Unchanged

CAPE will communicate with parents regarding the importance of attending school at least twice during the school year. A student who are considered chronically absent or excessively tardy will receive notification from CAPE and a plan will be set in place to make improvements on his or her absences and/or tardies.

BUDGETED EXPENDITURES

2017-18

Amount

\$0

Source

2018-19

Amount

\$0

Source

2019-20

Amount

\$0

Source

Budget Reference

Budget Reference

Budget Reference

New

Modified

Unchanged

Goal 2

CAPE will seek to provide a well-rounded education that includes not only academic content, but also education in the arts, music, physical fitness and other areas, while tailoring instruction to the individual backgrounds, abilities and interests of all children, including low achievers, high achievers and English-language learners.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

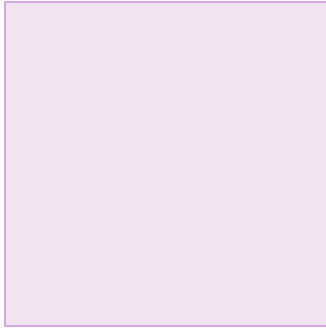
To become responsible lifelong learners, students need to be inspired by their own curiosity and intrinsically rewarded by their accomplishments through hands-on learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.	A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.			
A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.	A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.			

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.



100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.

100% of students receive a well-rounded education that includes opportunities for music, PE, art and other subjects.



DRAFT

PLANNED ACTIONS / SERVICES

Action **2.1** Intervention

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

2018-19

New Modified Unchanged

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

2019-20

New Modified Unchanged

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

BUDGETED EXPENDITURES

2017-18

Amount	\$14,000
Source	Supplemental & Concentration Rate

2018-19

Amount	\$14,000
Source	Supplemental & Concentration Rate

2019-20

Amount	\$14,000
Source	Supplemental & Concentration Rate

Budget Reference

1000-1999 Certificated Salaries
2000-2999 Classified Salaries
4000-4999 Books & Supplies
5000-5999 Operating Services

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

Action

2.2

Differentiation

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high- achieving students.

2018-19

New Modified Unchanged

Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high-achieving students.

2019-20

New Modified Unchanged

Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high- achieving students.

BUDGETED EXPENDITURES

2017-18

Amount

\$1,000

2018-19

Amount

\$1,000

2019-20

Amount

\$1,000

Source	LCFF Base Rate	Source	LCFF Base Rate	Source	LCFF Base Rate
Budget Reference	4000-4999 Books & Supplies 5000-5999 Operating Services	Budget Reference	4000-4999 Books & Supplies 5000-5999 Operating Services	Budget Reference	4000-4999 Books & Supplies 5000-5999 Operating Services

Action **2.3** English Learners

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide OR Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

2018-19

New Modified Unchanged

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

2019-20

New Modified Unchanged

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$7,000	Amount	\$7,000	Amount	\$7,000
Source	Supplemental & Concentration Rate	Source	Supplemental & Concentration Rate	Source	Supplemental & Concentration Rate
Budget Reference	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	Budget Reference	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	Budget Reference	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services

Action **2.4** Collaboration

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will collaborate within grade level teams and cross grade levels. Teachers will be trained on how to use Data Teams to discuss assessments and use data analysis to drive instruction and share best practices.

2018-19

New Modified Unchanged

Teachers will collaborate within grade level teams and cross grade levels. Teachers will meet as Data Teams to discuss assessments and use data analysis to drive instruction and share best practices.

2019-20

New Modified Unchanged

Teachers will collaborate within grade level teams and cross grade levels. Teachers will use Data Teams to discuss assessments and use data analysis to drive instruction and share best practices.

BUDGETED EXPENDITURES

2017-18

Amount

\$3,000

Source

LCFF Base Rate

Budget Reference

1000-1999 Certificated Salaries
4000-4999 Books & Supplies
5000-5999 Operating Services

2018-19

Amount

\$3,000

Source

LCFF Base Rate

Budget Reference

1000-1999 Certificated Salaries
4000-4999 Books & Supplies
5000-5999 Operating Services

2019-20

Amount

\$3,000

Source

LCFF Base Rate

Budget Reference

1000-1999 Certificated Salaries
4000-4999 Books & Supplies
5000-5999 Operating Services

Action **2.5**

Physical Fitness and CAPE Sports Program Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities. School-sponsored after-school, competitive sports teams will be organized for students in grades 6-8. CAPE will purchase

2018-19

New Modified Unchanged

Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities. School-sponsored after-school,

2019-20

New Modified Unchanged

Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities. School-sponsored after-school, competitive sports teams will be

uniforms and equipment as needed to make the program successful. Students in grades 4-8 will participate in the Camarillo City Wide Track and Field Day.

competitive sports teams will be organized for students in grades 6-8. CAPE will purchase uniforms and equipment as needed to make the program successful. Students in grades 4-8 will participate in the Camarillo City Wide Track and Field Day.

organized for students in grades 6-8. CAPE will purchase uniforms and equipment as needed to make the program successful. Students in grades 4-8 will participate in the Camarillo City Wide Track and Field Day.

BUDGETED EXPENDITURES

2017-18

Amount

\$2,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies

2018-19

Amount

\$2,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies

2019-20

Amount

\$2,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies

Action **2.6**

K-3 Music

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.

New Modified Unchanged

Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.

New Modified Unchanged

Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.

BUDGETED EXPENDITURES

2017-18

Amount

\$6,000

Source

LCFF Base Rate

Budget Reference

2000-2999 Classified Salaries

2018-19

Amount

\$6,000

Source

LCFF Base Rate

Budget Reference

2000-2999 Classified Salaries

2019-20

Amount

\$6,000

Source

LCFF Base Rate

Budget Reference

2000-2999 Classified Salaries

Action **2.7**

Theatre

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

An after-school performing arts program will be offered for grades 4-8 in the fall and grades 1-3 in the spring. The program will expand to include a sound/lighting aspect for those students interested in the behind the scenes of theatre.

An after-school performing arts program will be offered for grades 4-8 in the fall and grades 1-3 in the spring. The program will include a sound/lighting aspect for those students interested in the behind the scenes of theatre. In addition, the program will expand to include backdrop set design, make-up, and costume design.

An after-school performing arts program will be offered for grades 4-8 in the fall and grades 1-3 in the spring. The program will include a sound/lighting aspect for those students interested in the behind the scenes of theatre. The program will include backdrop set design, make-up, and costume design.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	LCFF Base Rate	Source	LCFF Base Rate	Source	LCFF Base Rate
Budget Reference	2000-2999 Classified Salaries 4000-4999 Books & Supplies	Budget Reference	2000-2999 Classified Salaries 4000-4999 Books & Supplies	Budget Reference	2000-2999 Classified Salaries 4000-4999 Books & Supplies

Action **2.8** Outdoor Classroom

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Students will help create and maintain a living outdoor classroom. The kindergarten class will create and maintain a garden to be added to the outside edge of the garden.

Students will help create and maintain a living outdoor classroom.

Students will help create and maintain a living outdoor classroom.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$2,000

Amount \$2,000

Amount \$2,000

Source LCFF Base Rate

Source LCFF Base Rate

Source LCFF Base Rate

Budget Reference
4000-4999 Books & Supplies
5000-5999 Operating Services

Budget Reference
4000-4999 Books & Supplies
5000-5999 Operating Services

Budget Reference
4000-4999 Books & Supplies
5000-5999 Operating Services

Action **2.9**

Band, Orchestra and Guitars

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes.

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes.

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$6,000	\$6,000	\$6,000
Source	Source	Source
Supplemental and Concentration Rate	Supplemental and Concentration Rate	Supplemental and Concentration Rate
Budget Reference	Budget Reference	Budget Reference
2000-2999 Classified Salaries 1000-1999 Certificated Salaries	2000-2999 Classified Salaries 1000-1999 Certificated Salaries	2000-2999 Classified Salaries 1000-1999 Certificated Salaries

Action **2.10** Artist and Composer

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All classes will receive monthly presentations on the artist and composer of the month.

2018-19

New Modified Unchanged

All classes will receive monthly presentations on the artist and composer of the month.

2019-20

New Modified Unchanged

All classes will receive monthly presentations on the artist and composer of the month.

BUDGETED EXPENDITURES

2017-18

Amount \$3,500

Source LCFF Base Rate

Budget Reference 4000-4999 Books & Supplies

2018-19

Amount \$3,500

Source LCFF Base Rate

Budget Reference 4000-4999 Books & Supplies

2019-20

Amount \$3,500

Source LCFF Base Rate

Budget Reference 4000-4999 Books & Supplies

Action **2.11**

Human Growth and Development

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CAPE will create a task force to look into new human growth and development curriculum and a possible change to the time line of implementation of the program. The task force will present options to the CAPE governing board, which will make the final review and approval of program changes.

2018-19

New Modified Unchanged

CAPE will implement the new human growth and development plan as researched and presented to the board for approval during the 2017-2018 school year.

2019-20

New Modified Unchanged

CAPE will implement the new human growth and development plan as researched and presented to the board for approval during the 2017-2018 school year.

BUDGETED EXPENDITURES

2017-18

Amount

\$3,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

2018-19

Amount

\$3,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

2019-20

Amount

\$3,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

Action **2.12**

Spanish Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CAPE will employ a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 will take Spanish class as an elective class for at least 1/6th of the school year.

2018-19

New Modified Unchanged

CAPE will employ a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 will take Spanish class as an elective class for at least 1/6th of the school year.

2019-20

New Modified Unchanged

CAPE will employ a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 will take Spanish class as an elective class for at least 1/6th of the school year.

BUDGETED EXPENDITURES

2017-18

Amount

\$20,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

2018-19

Amount

\$20,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

2019-20

Amount

\$20,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

New Modified Unchanged

Goal 3

To prepare students to be competitive in high school and beyond, CAPE will meet state standards, and students will be well-versed in technology.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL __Technology Proficiency_____

Identified Need

Students need to be prepared for success in the 21st century by meeting all state-identified academic standards and by gaining the ability to use technology to further their education goals today and their professional goals in the future.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At least 70% of CAPE 3-8 th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing	At least 70% of CAPE 3-8 th graders scored at “standards met or higher” in English Language Arts as reported by California State Testing (using data from 2016)			
At least 70% of CAPE 3-8 th graders will score at “standards met or higher” in Mathematics as reported by California State Testing	At least 70% of CAPE 3-8 th graders scored at “standards met or higher” in Mathematics as reported by California State Testing (using data from 2016)			
All students at CAPE will take a normative referenced test at least 3 times per year	All students at CAPE took a normative referenced test at least 3 times per year			
Students in grades K-3 will use technology at least twice a month related to their learning	Students in grades K-3 used technology at least twice a month related to their learning			
Students in grades 4-8 will use technology at least twice a week related to their learning	Students in grades 4-8 used technology at least twice a week related to their learning			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.1 Teacher Credentialing

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will hold a valid California Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold and CAPE will assign teachers to grade levels and subject matters that are consistent with their credentials and experience.

2018-19

New Modified Unchanged

Teachers will hold a valid California Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold and CAPE will assign teachers to grade levels and subject matters that are consistent with their credentials and experience.

2019-20

New Modified Unchanged

Teachers will hold a valid California Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold and CAPE will assign teachers to grade levels and subject matters that are consistent with their credentials and experience.

BUDGETED EXPENDITURES

2017-18

Amount \$0

2018-19

Amount \$0

2019-20

Amount \$0

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **3.2** **Common Core Curriculum**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
CAPE will adopt Lucy Calkins Readers and Writers for the K-5 language arts program. Supplemental intervention for students who are struggling and students who have been identified as English Learners will be purchased. Grades 6-8 will use the Collection series with supplemental materials purchased to help struggling readers and students identified as English Learners.	CAPE will align all current science curriculum to the new next generation science curriculum and make purchases of any supplemental materials needed.	CAPE will align all social studies curriculum to the new California framework and purchase common core aligned curriculum and supplemental materials as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount LCFF Base Rate: \$10,000	Amount LCFF Base Rate: \$10,000	Amount LCFF Base Rate: \$10,000

Source	LCFF SC Rate: \$5,000	Source	LCFF SC Rate: \$5,000	Source	LCFF SC Rate: \$5,000
	LCFF Base Rate and Supplemental and Concentration Rate		LCFF Base Rate and Supplemental and Concentration Rate		LCFF Base Rate and Supplemental and Concentration Rate
Budget Reference	4000-4999 Books & Supplies 5000-5999 Operating Services	Budget Reference	4000-4999 Books & Supplies 5000-5999 Operating Services	Budget Reference	4000-4999 Books & Supplies 5000-5999 Operating Services

Action **3.3** State Standardized Testing

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will be trained to competently administer the CAASPP assessments to all qualifying students, and technology will support CAASPP testing.

2018-19

New Modified Unchanged

Teachers will be trained to competently administer the CAASPP assessments to all qualifying students, and technology will support CAASPP testing.

2019-20

New Modified Unchanged

Teachers will be trained to competently administer the CAASPP assessments to all qualifying students, and technology will support CAASPP testing.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1000	Amount	\$1000	Amount	\$1000
Source	LCFF Base Rate	Source	LCFF Base Rate	Source	LCFF Base Rate
Budget Reference	4000-4999 Books & Supplies	Budget Reference	4000-4999 Books & Supplies	Budget Reference	4000-4999 Books & Supplies

Action **3.4**

CAPE Norm Referenced Testing

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.

2018-19

New Modified Unchanged

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.

2019-20

New Modified Unchanged

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **3.5** Technology

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.

2018-19

New Modified Unchanged

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will continue to provide loaner technology as needed.

2019-20

New Modified Unchanged

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will continue to provide loaner technology as needed.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	LCFF: \$4,000 LCFF SC: \$4,000	Amount	LCFF: \$4,000 LCFF SC: \$4,000	Amount	LCFF: \$4,000 LCFF SC: \$4,000
Source	LCFF Base Rate and Supplemental and Concentration Rate	Source	LCFF Base Rate and Supplemental and Concentration Rate	Source	LCFF Base Rate and Supplemental and Concentration Rate
Budget Reference	4000-4999 Books & Supplies	Budget Reference	4000-4999 Books & Supplies	Budget Reference	4000-4999 Books & Supplies

New
 Modified
 Unchanged

Goal 4

Facilities will be physically safe, students will feel emotionally safe, and all stakeholders will collaborate as partners in the students' education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL __Citizenship_____

Identified Need

For best learning to occur, students must feel safe, both physically and emotionally, and they must be partners in learning, along with parents, community members, teachers and classified staff.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAPE will be 100% compliant with all items	CAPE was 100% compliant with all items on the Facility Inspection Tool			

on the Facility Inspection Tool				
CAPE families will average 35 hours of volunteer time each year	CAPE families averaged 36 hours of volunteer time for the 2016-2017 year as reported by the Track it Forward app.			
100% of students will receive educational resources as related to character education/social skills trainings	100% of students received educational resources as related to character education and or social skills trainings			
CAPE students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing for a lifetime of positive contributions to society	CAPE students learned how to participate positively within the CAPE community and the larger, surrounding community, preparing them for a lifetime of positive contributions to society			

DRAFT

PLANNED ACTIONS / SERVICES

Action **4.1**

School Facility

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.

2018-19

New Modified Unchanged

School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.

2019-20

New Modified Unchanged

School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

2018-19

Amount

\$10,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

2019-20

Amount

\$10,000

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies
5000-5999 Operating Services

Action **4.2**

Volunteers

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A database will be maintained to match volunteers with volunteer opportunities. Throughout the year, communications will go out regarding volunteer activities from the teachers and the volunteer coordinator.

2018-19

New Modified Unchanged

A database will be maintained to match volunteers with volunteer opportunities. Throughout the year, communications will go out regarding volunteer activities from the teachers and the volunteer coordinator.

2019-20

New Modified Unchanged

A database will be maintained to match volunteers with volunteer opportunities. Throughout the year, communications will go out regarding volunteer activities from the teachers and the volunteer coordinator.

BUDGETED EXPENDITURES

2017-18

Amount

\$100

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies

2018-19

Amount

\$100

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies

2019-20

Amount

\$100

Source

LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies

Action **4.3**

Communications

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CAPE will purchase a new CAPE specific app for smart phones. The new app will push our notifications of events happening on campus. CAPE also purchased a new electronic board in 2016 that will be updated regularly. Notices of board meetings, board agendas and board minutes will be distributed both in print and electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, the push notifications on the CAPE app, on the electronic message board, flyers and automated phone calls.

2018-19

New Modified Unchanged

Notices of board meetings, board agendas and board minutes will be distributed both in print and electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, the push notifications on the CAPE app, on the electronic message board, flyers and automated phone calls.

2019-20

New Modified Unchanged

Notices of board meetings, board agendas and board minutes will be distributed both in print and electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, the push notifications on the CAPE app, on the electronic message board, flyers and automated phone calls.

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

LCFF Base Rate

2018-19

Amount

\$1,000

Source

LCFF Base Rate

2019-20

Amount

\$1,000

Source

LCFF Base Rate

Budget Reference

5000-5999 Operating Services

Budget Reference

5000-5999 Operating Services

Budget Reference

5000-5999 Operating Services

Action 4.4

Social Skills and Citizenship

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CAPE will focus on good citizenship, which may include activities connected to CAPE's Super Seven Principles, CAPE's Student Wide Learning Outcomes; "Big Buddies"; Second-Step Social Skills Program and/or community service projects.

2018-19

New Modified Unchanged

CAPE will focus on good citizenship, which may include activities connected to CAPE's Super Seven Principles, CAPE's Student Wide Learning Outcomes; "Big Buddies"; Second-Step Social Skills Program and/or community service projects.

2019-20

New Modified Unchanged

CAPE will focus on good citizenship, which may include activities connected to CAPE's Super Seven Principles, CAPE's Student Wide Learning Outcomes; "Big Buddies"; Second-Step Social Skills Program and/or community service projects.

BUDGETED EXPENDITURES

2017-18

Amount \$1,000

Source LCFF Base Rate

2018-19

Amount \$1,000

Source LCFF Base Rate

2019-20

Amount \$1,000

Source LCFF Base Rate

Budget Reference

4000-4999 Books & Supplies

Budget Reference

4000-4999 Books & Supplies

Budget Reference

4000-4999 Books & Supplies

Action **4.5**

Social Emotional and School Counseling

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).

2018-19

New Modified Unchanged

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).

2019-20

New Modified Unchanged

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).

BUDGETED EXPENDITURES

2017-18

Amount

\$13,000

Source

Supplemental & Concentration Rate

2018-19

Amount

\$13,000

Source

Supplemental & Concentration Rate

2019-20

Amount

\$13,000

Source

Supplemental & Concentration Rate

Budget Reference

5000-5999 Operating Services

Budget Reference

5000-5999 Operating Services

Budget Reference

5000-5999 Operating Services

Action **4.6**

Suicide Awareness and Prevention Program

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

CAPE will research and implement a suicide awareness and prevention program for students in grades 6-12. CAPE will provide at least one parent training included in the program.

CAPE will research and implement a suicide awareness and prevention program for students in grades 6-12. CAPE will provide at least one parent training included in the program.

CAPE will research and implement a suicide awareness and prevention program for students in grades 6-12. CAPE will provide at least one parent training included in the program.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$2,000

Amount

\$2,000

Amount

\$2,000

Source	LCFF Base Rate	Source	LCFF Base Rate	Source	LCFF Base Rate
Budget Reference	5000-5999 Operating Services 4000-4999 Books and supplies	Budget Reference	5000-5999 Operating Services 4000-4999 Books and supplies	Budget Reference	5000-5999 Operating Services 4000-4999 Books and supplies

DRAFT

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 64,976

Percentage to Increase or Improve Services:

1.57 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

Teachers will collaborate within grade level teams and cross grade levels. Teachers will be trained on how to use Data Teams to discuss assessments and use data analysis to drive instruction and share best practices.

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes.

CAPE will adopt Lucy Calkins Readers and Writers for the K-5 language arts program. Supplemental intervention for students who are struggling and students who have been identified as English Learners will be purchased. Grades 6-8 will use the Collection series with supplemental materials purchased to help struggling readers and students identified as English Learners.

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer-adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).

DRAFT

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Certification

County: Ventura	Fiscal Year: 2016-17	
District: Oxnard Union High	Camarillo Academy of Progressive Education	P-2
CDS CODE 56 72546 0115105		97343827

Attendance Charter School

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official:  Date: 4/18/17

School District Superintendent: P. Delcom Date: 04/18/17

County Superintendent of Schools: _____ Date: _____

Any inquiries concerning this report should be directed to:

CONTACT NAME Doreen Learned
PHONE (805) 384-1415 *
FAX _____
E-Mail Doreen.Learned@cape.k12.ca.us

Charter Status

County: Ventura	Fiscal Year: 2016-17
District: Oxnard Union High : Camarillo Academy of Progressive	P-2
CDS CODE 56 72546 0115105 0943	Certificate Number: D40D78C0

Did the charter school cease operation during the current fiscal year?	No
Is this charter school in its first year of operation?	No
Enter Date (month, day, year) that instruction commenced	_/_/___
Does this charter school operate multiple instructional tracks?	No
Single Track Days of Operation	0
What is the site type of the charter school?	Site-based

Attendance Charter School

County: Ventura		Fiscal Year: 2016-17				
District: Oxnard Union High : Camarillo Academy of Progressive		P-2				
CDS CODE	56	72546	0115105	0943	Certificate Number: 97343827	
Classroom-based ADA included in A-7	A-8	0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)	A-9	237.99	191.71	119.26	0.00	548.96
Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)	A-10	237.02	191.50	119.01	0.00	547.53
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	0.97	0.21	0.25	0.00	1.43
Other						
ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1, A-3, A-5 and A-7, TK/K-3 Column, First Year ADA Only)	B-1	0.00				0.00
Non classroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in A-11	B-2	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in A-11	B-3	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in B-2	B-4	0.00	0.00	0.00	0.00	0.00

Charter Status

County: Ventura	Fiscal Year: 2016-17
District: Oxnard Union High : Camarillo Academy of Progressive	P-2
CDS CODE 56 72546 0115105 0943	Certificate Number: D40D78C0

Did the charter school cease operation during the current fiscal year?	No
Is this charter school in its first year of operation?	No
Enter Date (month, day, year) that instruction commenced	__/__/__
Does this charter school operate multiple instructional tracks?	No
Single Track Days of Operation	0
What is the site type of the charter school?	Site-based

Attendance Charter School

County: Ventura

Fiscal Year: 2016-17

District: Oxnard Union High : Camarillo Academy of Progressive

P-2

CDS CODE 56 72546 0115105 0943

Certificate Number: 97343827

Classroom-based ADA included in A-7	A-8	0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-7 excluding classroom-based ADA)	A-9	237.99	191.71	119.26	0.00	548.96
Classroom-based ADA Totals (Sum of A-2 through A-8 including only classroom-based ADA)	A-10	237.02	191.50	119.01	0.00	547.53
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	0.97	0.21	0.25	0.00	1.43
 Other						
ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1, A-3, A-5 and A-7, TK/K-3 Column, First Year ADA Only)	B-1	0.00				0.00
Non classroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in A-11	B-2	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in A-11	B-3	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in B-2	B-4	0.00	0.00	0.00	0.00	0.00

CAPE
2016-17
P2

This data table helps calculate ADA (Total Days Attended / Days Taught) per month. Days Attended is sourced from the Master Data Tab, which is pulled from the SIS. Please ensure that Days Taught is linked to each monthly LAUSD report.

This data table aggregates Total ADA per grade for the time period.

This data table calculates Classroom-Based ADA by subtracting Independent Study days from Total Days Attended.

Grade	Month 1		Month 2		Month 3		Month 4		Month 5		Month 6		Month 7		Month 8	
	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught
K	997	17	1,173	20	1,107	19	871	15	522	9	1,092	19	998	17	1,107	19
Total K	997	17	1,173	20	1,107	19	871	15	522	9	1,092	19	998	17	1,107	19
1	1,000	17	1,181	20	1,104	19	876	15	526	9	1,102	19	983	17	1,104	19
2	991	17	1,149	20	1,092	19	855	15	511	9	1,083	19	985	17	1,109	19
3	1,102	17	1,299	20	1,217	19	953	15	553	9	1,195	19	1,086	17	1,205	19
Total 1-3	3,093	17	3,629	20	3,413	19	2,684	15	1,590	9	3,380	19	3,054	17	3,418	19
4	1,091	17	1,294	20	1,224	19	934	15	574	9	1,205	19	1,095	17	1,204	19
5	1,092	17	1,294	20	1,229	19	966	15	570	9	1,198	19	1,077	17	1,217	19
6	1,096	17	1,280	20	1,226	19	968	15	581	9	1,225	19	1,059	17	1,182	19
Total 4-6	3,279	17	3,868	20	3,679	19	2,868	15	1,725	9	3,628	19	3,231	17	3,603	19
7	1,065	17	1,232	20	1,170	19	906	15	523	9	1,117	19	976	17	1,105	19
8	1,018	17	1,200	20	1,142	19	896	15	527	9	1,101	19	1,010	17	1,112	19
Total 7-8	2,083	17	2,432	20	2,312	19	1,802	15	1,050	9	2,218	19	1,986	17	2,217	19
9		17		20		19		15		9		19		17		19
10		17		20		19		15		9		19		17		19
11		17		20		19		15		9		19		17		19
12		17		20		19		15		9		19		17		19
Total 9-12	0	17	0	20	0	19	0	15	0	9	0	19	0	17	0	19
Total	9,452	17	11,102	20	10,511	19	8,225	15	4,867	9	10,318	19	9,269	17	10,345	19
Monthly ADA	556.00		555.10		553.21		548.33		543.00		543.05		545.24		544.47	

Total Days Attended	Total Days Taught	Total ADA
7,867	135	58.27

Total Indep. Study	Class-based Days Attended	Total Days Taught	Total Class-based ADA
25	7,842	135	58.09

Total Days Attended	Total Days Taught	Total ADA
7,876	135	58.34
7,775	135	57.59
8,610	135	63.78
24,261	135	179.71

Total Indep. Study	Class-based Days Attended	Total Days Taught	Total Class-based ADA
29	7,847	135	58.13
11	7,764	135	57.51
65	8,545	135	63.30
105	24,156	135	178.93

Total Days Attended	Total Days Taught	Total ADA
		TK-3 237.99
8,621	135	63.86
8,643	135	64.02
8,617	135	63.83
25,881	135	191.71

Total Indep. Study	Class-based Days Attended	Total Days Taught	Total Class-based ADA
9	8,612	135	63.79
5	8,638	135	63.99
15	8,602	135	63.72
29	25,852	135	191.50

Total Days Attended	Total Days Taught	Total ADA
8,094	135	59.96
8,006	135	59.30
16,100	135	119.26

Total Indep. Study	Class-based Days Attended	Total Days Taught	Total Class-based ADA
9	8,085	135	59.89
24	7,982	135	59.13
33	16,067	135	119.01

Total Days Attended	Total Days Taught	Total ADA
0	135	0.00
0	135	0.00
0	135	0.00
0	135	0.00
0	135	0.00

Total Indep. Study	Class-based Days Attended	Total Days Taught	Total Class-based ADA
	0	135	0.00
	0	135	0.00
	0	135	0.00
	0	135	0.00
0	0	135	0.00

Total ADA	Total Class ADA
74,109	135
Total ADA	548.96

Total ADA	Total Class ADA
192	73,917
Total Class ADA	547.53

CAPE
2016-17
Annual Attendance Report

This data table helps calculate ADA (Total Days Attended / Days Taught) per month. Days Attended is sourced from the Master Data Tab which is pulled from the SIS. Please ensure that Days Taught is linked to each monthly LUSD report.

Grade	Month 1		Month 2		Month 3		Month 4		Month 5		Month 6		Month 7		Month 8		Month 9		Month 10		Month 11	
	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught	Total Days Attended	Days Taught
K	697	17	1,173	20	1,107	19	871	15	522	9	1,092	19	959	17	1,107	19	798	14	1,154	20	645	11
1	1,000	17	1,181	20	1,104	19	879	15	528	9	1,102	19	983	17	1,104	19	820	14	1,152	20	627	11
2	991	17	1,149	20	1,092	19	859	15	511	9	1,083	19	965	17	1,099	19	826	14	1,159	20	641	11
3	1,102	17	1,299	20	1,217	19	923	15	553	9	1,195	19	1,066	17	1,225	19	895	14	1,281	20	669	11
Total 1-3	3,093	47	3,629	20	3,413	19	2,694	15	1,590	9	3,380	19	3,054	47	3,418	19	2,541	14	3,602	20	1,967	11
4	1,091	17	1,294	20	1,224	19	924	15	574	9	1,205	19	1,095	17	1,294	19	891	14	1,287	20	704	11
5	1,092	17	1,294	20	1,229	19	966	15	570	9	1,198	19	1,077	17	1,217	19	892	14	1,256	20	697	11
6	1,095	17	1,289	20	1,226	19	998	15	581	9	1,225	19	1,099	17	1,192	19	892	14	1,255	20	691	11
Total 4-6	3,279	47	3,868	20	3,679	19	2,888	15	1,726	9	3,628	19	3,231	47	3,693	19	2,695	14	3,808	20	2,092	11
7	1,065	17	1,232	20	1,170	19	896	15	531	9	1,117	19	978	17	1,106	19	801	14	1,153	20	628	11
8	1,018	17	1,230	20	1,142	19	856	15	521	9	1,101	19	1,018	17	1,112	19	829	14	1,139	20	644	11
Total 7-8	2,083	47	2,452	20	2,312	19	1,692	15	1,050	9	2,218	19	1,996	47	2,217	19	1,628	14	2,233	20	1,278	11
9		17		20		19		15		9				17		19		14		20		11
10		17		20		19		15		9				17		19		14		20		11
11		17		20		19		15		9				17		19		14		20		11
12		17		20		19		15		9				17		19		14		20		11
Total 9-12	0	17	0	20	0	19	0	15	0	9	0	19	0	17	0	19	0	14	0	20	0	11
Total	9,462	17	11,102	20	10,511	19	8,225	15	4,887	9	10,318	19	9,239	17	10,349	19	7,620	14	10,997	20	6,880	11
Monthly ADA	556.00		555.10		553.21		546.33		543.00		543.05		545.24		544.47		545.00		544.85		543.54	

This data table aggregates Total ADA Per Grade for the time period.

Total Days Attended	Total Days Taught	Total ADA	Total Indep-Study	Total Class-based Days Attended	Total Class-based Days Taught	Total Class-based ADA
10,484	180	58.3	49	10,419	180	57.86
10,485	180	58.25	33	10,452	180	58.07
10,401	180	57.78	22	10,399	180	57.76
11,485	180	63.81	69	11,416	180	63.42
32,371	180	179.84	134	32,237	180	179.09
11,493	180	63.85	22	11,471	180	63.73
11,488	180	63.88	9	11,469	180	63.86
11,485	180	63.84	15	11,469	180	63.86
34,486	180	191.57	48	34,400	180	191.11
10,698	180	59.37	8	10,677	180	59.32
10,649	180	59.16	2	10,626	180	59.03
21,325	180	118.53	37	21,302	180	118.34
89,616	180	231.97	282	89,354	180	230.96
Total ADA		547.87		Total Class ADA		546.41

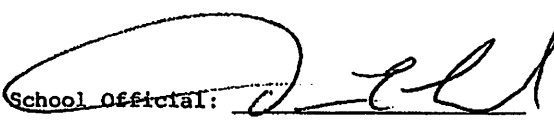
This data table calculates Classroom-based ADA by subtracting Independent Study Days from Total Days Attended.

Certification

County: Ventura	Fiscal Year: 2016-17
District: Oxnard Union High	Camarillo Academy of Progressive Education P-2
CDS CODE 56 72546 0115105	D40D78C0

Charter Status

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

Responsible Charter School Official:  Date: 4/18/17

School District Superintendent: P. DeLeon Date: 04/18/17

County Superintendent of Schools: _____ Date: _____

Any inquiries concerning this report should be directed to:

CONTACT NAME Doreen Learned
PHONE (805) 384-1415 *
FAX _____
E-Mail Doreen.Learned@cape.k12.ca.us



Camarillo Academy of Progressive Education
Monthly ADA Summary
 Reporting Period: P2

Year: 2016-2017
 Report: ATD604

P2 - 08/24/2016-03/31/2017		Days Taught: 135		Inst. Setting: Independent Study C										
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD	
K	135	0	5	5	5	0	675	650	0	25 ✓	0.19	100.00%	0	
01	135	0	7	7	7	0	945	914	2	29 ✓	0.21	93.55%	0	
02	135	0	3	3	3	0	405	394	0	11 ✓	0.08	100.00%	0	
03	135	0	10	10	10	0	1350	1279	6	65 ✓	0.48	91.55%	1	
04	135	0	2	2	2	0	270	260	1	9 ✓	0.07	90.00%	0	
05	135	0	1	1	1	0	135	130	0	5 ✓	0.04	100.00%	0	
06	135	0	2	2	2	0	270	248	7	15 ✓	0.11	68.18%	0	
07	135	0	2	2	2	0	270	260	1	9 ✓	0.07	90.00%	0	
08	135	0	4	4	4	0	540	515	1	24 ✓	0.18	96.00%	0	
Inst. Set Total		0	36	36	36	0	4860	4650	18	192	1.42	91.43%	1	

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____

Date 4/4/17

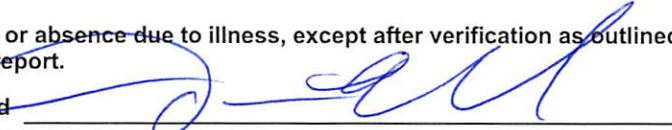


Camarillo Academy of Progressive Education
Monthly ADA Summary
 Reporting Period: P2

Year: 2016-2017
 Report: ATD604

P2 - 08/24/2016-03/31/2017		Days Taught: 135		Inst. Setting: Regular									
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD
K	135	58	7	65	5	60	8775	703	230	7842	58.09	97.15%	0
01	135	60	7	67	7	60	9045	976	222	7847	58.13	97.25%	0
02	135	58	4	62	4	58	8370	553	316	7501	55.56	95.96%	0
03	135	64	13	77	13	64	10395	1691	292	8412	62.31	96.65%	0
04	135	65	2	67	3	64	9045	359	278	8408	62.28	96.80%	0
05	135	64	1	65	1	64	8775	140	265	8370	62.00	96.93%	0
06	135	63	4	67	4	63	9045	373	204	8468	62.73	97.65%	0
07	135	63	6	69	10	59	9315	1102	259	7954	58.92	96.85%	0
08	135	60	4	64	5	59	8640	629	288	7723	57.21	96.40%	0
Inst. Set Total		555	48	603	52	551	81405	6526	2354	72525	537.22	96.86%	0

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed 

Date 4/4/17



Camarillo Academy of Progressive Education
Monthly ADA Summary
 Reporting Period: P2

Year: 2016-2017
 Report: ATD604

P2 - 08/24/2016-03/31/2017		Days Taught: 135		Inst. Setting: Resource Specialist										
Grade	Days Taught	Carry Fwd	Gains	Total	Losses	Ending	Actual Days	Days N/E	Absences	Actual Attd	ADA	Act %	LALD	
02	135	2	0	2	0	2	270	0	7	263	1.95	97.41%	0	
03	135	1	0	1	0	1	135	0	2	133	0.99	98.52%	0	
04	135	1	2	3	1	2	405	194	7	204	1.51	96.68%	0	
05	135	2	0	2	0	2	270	0	2	268	1.99	99.26%	0	
06	135	1	0	1	0	1	135	0	1	134	0.99	99.26%	0	
07	135	1	0	1	0	1	135	0	4	131	0.97	97.04%	0	
08	135	2	0	2	0	2	270	0	10	260	1.93	96.30%	0	
Inst. Set Total		10	2	12	1	11	1620	194	33	1393	10.32	97.69%	0	
Grand Total		565	86	651	89	562	87885	11370	2405	74110	548.96	96.86%	1	

To the best of my knowledge and belief, no unlawful attendance or absence due to illness, except after verification as outlined in the instructions required by the Superintendent of Public Instruction, has been included in this report.

Signed _____

Date _____

4/4/17

FAX TRANSMITTAL

A. SULLIVAN & COMPANY
266 Mobil Avenue #106
Camarillo, CA 93010
(805) 482-2376
FAX #(805) 484-1692

TO: Lisa Cott

FAX#: _____

FROM: James Rose

OF: CAFE

DATE: 5-21-07

NO. OF PAGES (including this page) 3

REGARDING: If you need anything else. Let me know.

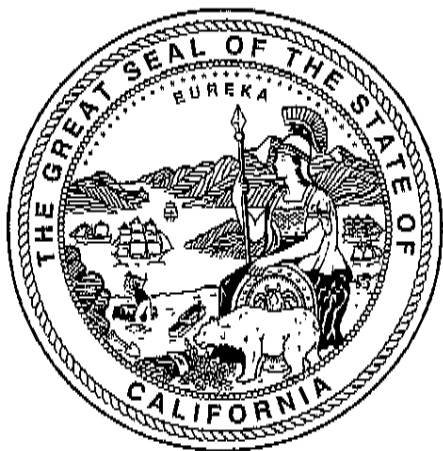
JR

State of California Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 28 2007

Handwritten signature of Debra Bowen in cursive script.

DEBRA BOWEN
Secretary of State

ARTICLES OF INCORPORATION**ENDORSED - FILED**
In the office of the Secretary of State
of the State of California

MAR 28 2007

I

The name of this corporation is Camarillo Academy of Progressive Education

II

A. This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purpose of this corporation is to form a K-8 Charter School in Camarillo, California.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Stacey Roth
266 Mobil Avenue, #106
Camarillo, California 93010

IV

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation on the date below.

Date: 3/27/2007

Asami Agarie
Asami Agarie, Incorporator



**BYLAWS OF
THE
CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is the Camarillo Academy of Progressive Education (“CAPE”).

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 266 Mobil Avenue #106, Camarillo, State of California. The Governing Board may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Governing Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Camarillo Academy of Progressive Education (“CAPE”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates

otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the CAPE Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Board Member or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Governing Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Governing Board finds appropriate.

ARTICLE VII CAPE Governing Board

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Governing Board (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Governing Board shall have the power to:

- a. Appoint and remove, at the pleasure of the Governing Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED Board Members AND TERMS. The number of Board Members shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All Board Members shall be designated by the existing Governing Board at the corporation’s January meeting of the Governing Board. The Governing Board shall consist of at least five (5) Board Members unless changed by amendment to these bylaws.

Except for the initial Governing Board, each Board Member shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor Board Member has been designated and qualified. No board member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take one year off before running for election again.

Terms for the initial Governing Board shall be five (5) seats with staggered terms, to ensure continuity of governance. The staggering of terms for the initial Board will be set by separate Board resolution. The initial Governing Board shall be as follows:

<u>NAME</u>	<u>CONSTITUENCY</u>
Jill Beigh	Parent Member
Gary Milgram	Parent Member
Brian Roberts	Teacher
Michele Keefer	Teacher
Ada Lee Sullivan	Community Member

The permanent Governing Board shall consist of at least five (5) members, including: two (2) parent members, two (2) teachers, and one (1) community member. Additionally, in accordance with California Education Code Section 47604(b), the District may appoint one representative to the Governing Board. If the District chooses to appoint a voting member of the Governing Board, CAPE shall increase its Board by one member in order to prevent an even number of Board members.

Community members and parents representatives will be elected by a simple majority vote of all parents/guardians of the current students of the Charter School. The community or parent members of the Board cannot also be an employee of the Charter School. The School shall

seek community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, business, and legal.

The employee members will be elected by a simple majority vote of all employees (full and part time) at the Charter School. At least one employee member shall be a certificated teacher. No teacher serving as an administrator (principal) or serving as a bargaining unit representative can be elected to the Board.

Section 4. RESTRICTION ON INTERESTED PERSONS AS BOARD MEMBERS. No more than 49 percent of the persons serving on the Governing Board may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Board Member as Board Member; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. Board Member's TERM. Each Board Member shall hold office for two (2) years and until a successor Board Member has been designated and qualified. No board member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take one year off before running for election again.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Governing Board or, if none, the President will appoint a committee to designate qualified candidates for election to the Governing Board at least thirty (30) days before the date of any election of Board Members. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Governing Board may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for Board Member than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Governing Board shall occur in the event of (a) the death, resignation, or removal of any Board Member; (b) the declaration by resolution of the Governing Board of a vacancy in the office of a Board Member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Board Members; or (d) the failure of the members, at any meeting of members at which any Board Member or Board Members are to be elected, to elect the number of Board Members required to be elected at such meeting; and (e) termination of employment with the Charter School.

Section 9. RESIGNATION OF Board Member. Except as provided below, any Board Member may resign by giving written notice to the Chairman of the Board, if any, or to the

President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Board Member's resignation is effective at a later time, the Governing Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. Board Member MAY NOT RESIGN IF NO Board Member REMAINS. Except on notice to the California Attorney General, no Board Member may resign if the corporation would be left without a duly elected Board Member or Board Members.

Section 11. REMOVAL OF Board Member. Any Board Member may be removed, with or without cause, by the vote of the majority of the members of the entire Governing Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Board Member shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Governing Board may be filled by approval of the Governing Board or, if the number of Board Members then in office is less than a quorum, by (a) the unanimous consent of the Board Members then in office, (b) the affirmative vote of a majority of the Board Members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining Board Member.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of Board Members shall not result in any Board Members being removed before his or her term of office expires.

Section 14. PLACE OF GOVERNING BOARD MEETINGS. Meetings shall be held at the principal office of the Corporation. The Governing Board may designate that a meeting be held at any place within California that has been designated by resolution of the Governing Board or in the notice of the meeting. All meetings of the Governing Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Governing Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Governing Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Governing Board.

Section 16. REGULAR MEETINGS. Regular meetings of the Governing Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Governing Board. At least 72 hours before a regular meeting, the Governing Board,

or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Governing Board for any purpose may be called at any time by the Chairman of the Governing Board, if there is such an officer, or the President, or the Secretary, or any two Board Members. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Governing Board may be held only after twenty-four (24) hours notice is given to each Board Member and to the public through the posting of an agenda. Pursuant to the Brown Act, the Governing Board shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Board Member at the Board Member's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Board Member for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Governing Board are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting Board Members then in office shall constitute a quorum. All acts or decisions of the Governing Board will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Board Members present at any meeting, the meeting shall be adjourned. Voting Board Members may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Governing Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Governing Board shall participate in the teleconference meeting from locations within the boundaries of

the school district in which the Charter School operates;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Governing Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Governing Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Governing Board directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the Board Members present, whether or not a quorum is present, may adjourn any Governing Board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Board Members who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Board Members may receive such compensation, if any, for their services as Board Members or officers, and such reimbursement of expenses, as the Governing Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Board Members then in office, may create one or more committees, each consisting of two or more voting Board Members and no one who is not a Board Member, to serve at the pleasure of the Board. Appointments to committees of the Governing Board shall be by majority vote of the authorized number of Board Members. The Governing Board may appoint one or more Board Members as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Governing Board' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a

¹ This means that members of the Governing Board who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

majority of all members;

- b. Fill vacancies on the Governing Board or any committee of the Board;
- c. Fix compensation of the Board Members for serving on the Governing Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Governing Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Governing Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Board Member if more people have been nominated for Board Member than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Board Members has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Governing Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Governing Board' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Governing Board' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Governing Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Governing Board has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF BOARD MEMBERS. No Board Member shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Governing Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of

these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Governing Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Governing Board may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Governing Board may remove any officer with or without cause. An officer who was not chosen by the Governing Board may be removed by any other officer on whom the Governing Board confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a Chairman of the Governing Board is elected, he or she shall preside at the Governing Board' meetings and shall exercise and perform such other powers and duties as the Governing Board may assign from time to time. If there is no President, the Chairman of the Governing Board shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Governing Board is elected, there shall also be a Vice-Chairman of the Governing Board. In the absence of the Chairman, the Vice-Chairman shall preside at Governing Board meetings and shall exercise and perform such other powers and duties as the Governing Board may assign from time to time.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Governing Board may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully

described in any applicable employment contract, agreement, or job specification. The President shall preside at all Governing Board' meetings. The President shall have such other powers and duties as the Governing Board or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Governing Board or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Governing Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Board Members present at Governing Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Governing Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Governing Board or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to Board Members such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Board Member at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Governing Board may designate; (b) disburse the corporation's funds as the Governing Board may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Governing Board for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

**ARTICLE IX
CONTRACTS WITH BOARD MEMBERS**

Section 1. **CONTRACTS WITH BOARD MEMBERS.** The Corporation shall not enter into a contract or transaction in which a Board Member directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Board Members are Board Members have a material financial interest) unless all of the following apply:

- a. The Board Member with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Governing Board meeting minutes.
- b. The Board Member with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Board Member who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Governing Board by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Governing Board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Board Members or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

**ARTICLE X
CONTRACTS WITH NON-BOARD MEMBER DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-BOARD MEMBER DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Board Member designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Camarillo Academy of Progressive Education ("CAPE") Conflict of Interest Policy have been fulfilled.

ARTICLE XI

LOANS TO BOARD MEMBERS AND OFFICERS

Section 1. **LOANS TO BOARD MEMBERS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any Board Member or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Board Member or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Board Member or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Board Members, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Governing Board by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Governing Board shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Governing Board shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Board Members, officers, employees, and other agents, to cover any liability asserted against or incurred by any Board Member, officer, employee, or agent in such capacity or arising from the Board Member’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **BOARD MEMBERS' RIGHT TO INSPECT.** Every Board Member shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Board Member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any Board Member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Governing Board and committees of the Governing Board at any reasonable time for a purpose reasonably related to the Board Member's interest as a Board Member. Any such inspection and copying may be made in person or by the Board Member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board Members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Board Member, furnish to that Board Member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Governing Board shall cause an annual report to be sent to itself (the members of the Governing Board) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and

- f. An independent accountant’s report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation’s books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Board Members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation’s fiscal year, annually prepare and mail or deliver to each Board Member and furnish to each Board Member a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an “interested person” is either:
 - (1) Any Board Member or officer of the corporation, its parent, or subsidiary (but mere common Board Membership shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Governing Board may adopt, amend or repeal any of these Bylaws by a majority of the Board Members present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created CAPE or make any provisions of these Bylaws inconsistent with that Charter, the corporation’s Articles of Incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Camarillo Academy of Progressive Education, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Governing Board on **[INSERT DATE]**; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

CAPE Charter School Conflict of Interest Policy

Purpose:

The purpose of the conflict of interest policy is to protect **CAPE Charter School** interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of CAPE Charter School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions:

1. Interested Person-

Any director, principal officer, key employee or member of a committee with board of director delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest-

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which CAPE Charter School has a transaction or arrangement.
- b. A compensation arrangement with CAPE Charter School or with any entity or individual with which CAPE Charter School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which CAPE Charter School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Procedures:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.

Adopted/Ratified: April 2010

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board meeting but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the board of directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board of directors shall determine whether CAPE Charter School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in CAPE Charter School best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board of directors has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action and/or up to immediate termination.

Records of Proceeding:

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Annual Statements:

Each board member, executive director, and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands CAPE Charter School is a non profit and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure CAPE Charter School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews, shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to CAPE Charter School written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit.

When conducting the periodic reviews as provided for in Article VII, CAPE Charter School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of directors of its responsibility for ensuring periodic reviews are conducted.

School Name: Conflict of Interest Verification/Signature

I, _____, Board Member/Director/Officer of **CAPE Charter School** hereby certify that as of the date that this certification is made and except as fully described in the signed statement attached hereto:

1. That I do not have and am aware that it is impermissible for me to have a financially beneficial relationship resulting in excess benefit transaction with any competitor, client, supplier or subordinate of **CAPE Charter School** which impairs my ability to exercise good judgment on behalf of **CAPE Charter School**, creating an actual or potential conflict of interest. I understand this includes family relationship by virtue of blood (i.e. grandparents, parents, brothers, sisters and children), marriage (including common-law marriage, if recognized by the State), or adoption with any officer, director, board member or partner.
2. That I have not and will not receive any compensation from the parties mentioned above for any services as an officer, board member or authorized agent or otherwise.
3. That if any of the types of relationships or situations described above should arise, I will immediately and fully disclose (not to exceed 10 business days) the relevant circumstances to an immediate supervisor or any other appropriate supervisor, for a determination as to whether a potential or actual conflict exists.
4. That if an actual or potential conflict is determined, **CAPE Charter School** may take whatever corrective action appears appropriate according to the circumstances and that failure to disclose facts shall constitute grounds for disciplinary action and/or up to termination.
5. That I have received and fully read **CAPE Charter School** Conflict of Interest Policy. I understand **CAPE Charter School** Conflict of Interest Policy and accept and agree to comply with the information contained within **CAPE Charter School** Conflict of Interest Policy
6. I understand **CAPE Charter School** is a non profit organization and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish on or more of its tax exempt purposes.

 Print Name

 Sign Name and Date

Document Retention/Destruction Policy

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

Document Retention Schedule

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

Corporate Records

Article of Incorporation to apply for corporate status	Permanent
IRS Form 1023 (in the USA) to file for tax-exempt and/or charitable status:	Permanent
By Laws	Permanent
Letter of Determination (for example, from the IRS in the USA) granting tax exempt and/or charitable status	Permanent
Board Policies	Permanent
Resolutions	Permanent
Board Meeting Minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax or employee ID Number Designation	Permanent
Annual Corporate Filings	Permanent

Financial Records

Chart of Accounts	Permanent
Fiscal Policies and Procedures	Permanent

Adopted/Ratified: April 2010

Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check Registers/Books	7 years
Business Expenses Docs	7 years
Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records(deposit, earning, withdrawals)	7 years
Property/asset inventories	7 years
Petty cash receipts /documents	3 years
Credit card receipts	3 years

Tax Records

Annual Tax Filing for the organization(IRS Form 990 in the USA)	Permanent
Payroll Registers	Permanent
Filings of fees paid to professionals (IRS Form 1099 in the USA)	7 years
Payroll tax withholdings	7 years
Earnings records	7 years
Payroll tax returns	7 years
W-2 statements	7 years

Personnel Records

Employee Offer Letters	Permanent
Confirmation of Employment Letters	
Benefits Descriptions Per Employee	Permanent
Pension Records	Permanent
Employee Application and Resumes	7 years after termination
Promotions, demotions, letter of reprimand, termination	7 years after termination
Job Descriptions, performance goals	7 years after terminations
Workers' Compensation Records	5 years
I-9 Forms	5 years after termination
Time Reports	3 years after termination

Insurance Records

Property Insurance Policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent

Insurance Claims Applications	Permanent
Insurance Dispersements/ Denials	Permanent

Contracts

All insurance Contracts	Permanent
Employee Contracts	Permanent
Construction Contracts	Permanent
Legal Correspondence	Permanent
Loan/mortgage Contracts	Permanent
Leases/Deeds	Permanent
Vendor Contracts	7 years
Warranties	7 years

Donations / Funder Records

Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years

Management Plans and Procedures

Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Vendor Contracts	7 years
Disaster Recovery Plan	7 years

Pupil Records

Individual Student Record (<i>original or copy</i>)	Permanent*
(A) Legal name of pupil	Permanent
(B) Date of birth	Permanent
(C) Method of verification of birth	Permanent
(D) Sex of pupil	Permanent
(E) Place of birth	Permanent
(F) Name and address of parent of minor pupil	Permanent
1. Address of minor pupil if different than above.	Permanent
2. An annual verification of the name and address of the parent and the residence of the pupil.	Permanent
(G) Entering and leaving date of each school year and for any summer session or other extra session.	Permanent

(H) Subjects taken during the each year, half-year, summer session, or quarter.	Permanent
(I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken.	Permanent
(J) Verification of or exemption from required immunizations.	Permanent
(K) Date of high school graduation or equivalent.	Permanent
Individual Student Injury Record for which a claim was filed.	1 year after the claim has been settled or after the statute of limitations has run.
	<i>*Option to microfilm and destroy original.</i>

Document Protection

Documents (hardcopy, online or other media) will be stored in the following manner by CAPE Charter School (Best practice is to have both on-site and off-site storage)

Document Destruction

Hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Provision of Documentation for Investigations or Litigation

Documents requested and subpoenaed by legally authorized personnel will be provided within 5 business days. The Board Chair and Superintendent/Principal will authorize provision. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

Whistleblower Policy

CAPE Charter School is committed to lawful and ethical behavior in all of its activities and requires board members, executives, directors and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of CAPE Charter School Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter by CAPE Charter School
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by CAPE Charter School, its officers, directors, executives, employees, or other representatives. Reporters must also notify CAPE Charter School if an action needs to be taken in order for CAPE Charter School to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the CAPE Charter School financial documents, grant reports, tax returns or other public documents
- Providing false information to or withholding material information from the CAPE Charter School auditors, accountants, lawyers, directors or other representatives responsible for ensuring compliance with fiscal and legal responsibilities
- Embezzlement, private benefit, or misappropriation of funds
- Material violation of CAPE Charter School policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention

- Discrimination based on race, gender, sexual orientation, ethnicity, and disability
- Facilitation or concealing any of the above or similar actions

Reporting Concerns

All CAPE Charter School Employees:

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or to the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the Human Resources Manager or the Executive Director. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact Chairman of the Board of Directors within CAPE Charter School. If for any reason the aforementioned communication lines is not a possibility, we highly encourage any CAPE Charter School employee to contact the third party administered “Fraud Hotline”.

The Fraud Hotline specializes in forensic auditing, fraud examination and asset misappropriation when and if these matters are in question or suspicion. We encourage any CAPE Charter School employee with serious concerns of violation of law or policies to follow the steps below.

- Contact the Fraud Hotline by email at www.report-fraud.com. The website will walk you through the reporting process as well as allow you to upload or attach any documents, pictures or other evidence you may have.
- Contact the Fraud Hotline by phone at 1-877 -637-2830. The toll free hotline number will connect you directly to a private voicemail where you will be asked to provide as much information as can. This number is monitored by an external fraud examiner who is not employed by CAPE Charter School

Please be aware that the website and telephone call are 100% confidential. At no time will any information that personally identifies you be released to anyone, without your authorized approval. We encourage you to feel confident that you may use either or both reporting methods depending on your comfort level

Handling of Reporting Violations

CAPE Charter School will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Superintendent/Principal or the HR Manager to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. CAPE Charter School staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the Executive Director.

For matters reported directly to the Chairman of the Board of Directors, the Board of Directors shall promptly (generally within five business days) acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations

are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties. For those matters reported to the Fraud Hotline, an independent examiner will evaluate the information given and contact CAPE Charter School designated person where a course of action will be determined.

Authority of Investigative Parties

The Investigative Parties (Executive Officer, Human Resources Manager or Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, CAPE Charter School cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of CAPE Charter School to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to CAPE Charter School employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Compensation Review Policy

This policy on the process for reviewing the compensation structure of CAPE Charter School employees applies to the compensation of the following persons employed by the Organization: Superintendent/Principal (**Best Practice: Top Level Position(s)**)

The process includes all of these elements: (1) review and approval by the Board of Directors, or Superintendent/Principal (2) use of data as to comparable compensation; and (3) contemporaneous documentation and recordkeeping.

1. **Review and approval.** The compensation of the person is reviewed and approved by the Board of Directors, or Superintendent/Principal provided that persons with conflicts of interest with respect to the compensation arrangement at issue are not involved in this review and approval.

2. **Use of data as to comparable compensation.** The compensation of the person is reviewed and approved using data as to comparable compensation for similarly qualified, persons in functionally comparable positions at similarly situated organizations.

3. **Contemporaneous documentation and recordkeeping.** There is contemporaneous documentation and recordkeeping with respect to the deliberations and decisions regarding the compensation arrangement.

Expense Reimbursement Policy

Purpose

The Board of Directors of CAPE Charter School recognizes that board members, officers, and employees may incur expenses when conducting business and when furthering the objective of this nonprofit organization. The purpose of this Policy is to ensure that (1) adequate cost controls are in place, (2) travel and other expenditures are appropriate, and (3) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by personnel. It is the policy of CAPE Charter School to reimburse only reasonable and necessary expenses actually incurred by our personnel.

When incurring business expenses, CAPE Charter School expects all personnel to: Exercise discretion and good business judgment with respect to those expenses.

- Be cost conscious and spend money as carefully and judiciously as the individual would spend his or her own funds.
- Report expenses, supported by required documentation, as they were actually spent.

Expense Report

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Expense Report. The Expense Report, which shall be submitted to the Director of Administration at least monthly or within two weeks of the expenditure must include:

- The individual's name
- If reimbursement for travel is requested, the date, origin, destination and purpose of the trip.
- The name and affiliation of all people for whom expenses are claimed (i.e., people on whom money is spent (e.g., gifts, meals) in order to conduct CAPE Charter School business.
- An itemized list of all expenses for which reimbursement is requested.

Receipts

Receipts are required for all expenditures billed directly to CAPE Charter School, such as supplies, meals, services or travel charges. No expense in excess of \$5 will be reimbursed to Personnel unless the individual requesting reimbursement submits with the Expense Report written receipts from each vendor showing the vendor's name, a description of the services provided (if not otherwise obvious), the date, and the total expenses, including tips (if applicable). A credit card receipt or statement may be used to document the vendor and date of an expense, provided other required details of the expenditure are fully documented.

Organization Credit Cards

If a corporate credit card is issued to personnel for organization-related expenses, the requirements for regular expense reports, explaining charges, as described above under “Expense Reports” must still be met, and charges may not be made for “Non-Reimbursable Expenditures” as described below. Failure to meet the Expense Report requirements, or making of inappropriate charges will result in loss of the credit card.

Personal Cars

Personnel are compensated for use of their personal cars when used for CAPE Charter School business. When individuals use their personal car for such travel, including travel to and from our clients, mileage will be allowed at the currently approved IRS rate per mile.

Entertainment and Business Meetings

Reasonable expenses incurred for business meetings or other types of business-related entertainment will be reimbursed only if the expenditures are approved in advance by the Superintendent/Principal of CAPE Charter School and qualify as tax deductible expenses. Detailed documentation for any such expense must be provided, including:

- Date and place of entertainment
- Nature of expense
- Name, titles, and corporate affiliation of those entertained
- A complete description of the business purpose for the activity including the specific business matter discussed
- Vendor receipts (not credit card receipts or statements) showing the vendor’s name, a description of the services provided, the date, and the total expenses, including tips (if applicable).

Non-reimbursable Expenditures

CAPE Charter School maintains a strict policy that expenses in any category that could be perceived as lavish or excessive will not be reimbursed. Expenses that are not reimbursable include, but are not limited to:

- First class tickets or upgrades
- When lodging accommodations have been arranged by CAPE Charter School and the individual elects to stay elsewhere, reimbursement is made at the amount no higher than the rate negotiated by School Name. Reimbursement shall not be made for transportation between the alternate lodging and the meeting site.
- Limousine travel

- Movies, liquor, or bar costs
- Membership dues at any country club, private club, athletic club, golf club, tennis club or similar recreational organization
- Clothing purchases
- Business conferences and entertainment which are not approved by the Superintendent/Principal of CAPE Charter School
- Valet service
- Car washes
- Expenses for spouses, friends, or relatives. If a spouse, friend or relative accompanies Personnel on a trip, it is the responsibility of the Personnel to determine any added cost for double occupancy and related expenses and to make the appropriate adjustment in the reimbursement request.

Joint Venture Policy

This Joint Venture Policy of CAPE Charter School requires that the Organization evaluate its participation in joint venture arrangements under Federal tax law and take steps to safeguard the Organization's exempt status with respect to such arrangements. It applies to any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or exempt-purpose activity as further defined in this policy.

A. Joint ventures or similar arrangements with taxable entities. For purposes of this policy, a joint venture or similar arrangement (or a "venture or arrangement") means any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or exempt-purpose activity without regard to: (1) whether the Organization controls the venture or arrangement; (2) the legal structure of the venture or arrangement; or (3) whether the venture or arrangement is taxed as a partnership or as an association or corporation for federal income tax purposes. A venture or arrangement is disregarded if it meets both of the following conditions:

- (a) 95% or more of the venture's or arrangement's income for its tax year ending within the Organization's tax year is excluded from unrelated business income taxation [including but not limited to: (i) dividends, interest, and annuities; (ii) royalties; (iii) rent from real property and incidental related personal property except to the extent of debt-financing; and (iv) gains or losses from the sale of property]; and
- (b) the primary purpose of the Organization's contribution to, or investment or participation in, the venture or arrangement is the production of income or appreciation of property.

2. Safeguards to ensure exempt status protection. The Organization will: (a) negotiate in its transactions and arrangements with other members of the venture or arrangement such terms and safeguards adequate to ensure that the Organization's exempt status is protected; and (b) take steps to safeguard the Organization's exempt status with respect to the venture or arrangement. Some examples of safeguards include:

- (i) control over the venture or arrangement sufficient to ensure that it furthers the exempt purpose of the organization;
- (ii) requirements that the venture or arrangement gives priority to exempt purposes over maximizing profits for the other participants;
- (iii) that the venture or arrangement not engage in activities that would jeopardize the Organization's exemption; and
- (iv) that all contracts entered into with the organization be on terms that are arm's length or more favorable to the Organization.

Gift Receiving Policy

The purpose of the Gift Receiving Policy is to delineate policies and guidelines governing the acceptance of gifts by CAPE Charter School and to provide guidance to prospective donors if making gifts to the organization.

Although we appreciate any donor who is interested in donating a gift to our organization, CAPE Charter School will not engage in any of the following gift receiving practices:

- Accepting gifts that violate federal or municipal laws
- Accepting gifts that require CAPE Charter School to provide special consideration or treatment to any client, donor, entity etc.
- Accepting gifts that require CAPE Charter School to deviate from its normal hiring, promotion or contracting procedures
- Accepting gifts in any cash amount without first being approved by the Superintendent/Principal
- Accepting contributions in the form of property, patents, licenses, trusts, bequests, retirement plans, life insurance and securities.
- Accepting gifts from organizations whose core activities may be in direct conflict with the mission of CAPE Charter School or which may limit our ability to provide our services.

When appropriate, the Superintendent/Principal will consult with the Board of Directors regarding all gifts prior to acceptance. With that said, CAPE Charter School respectfully reserves the right to refuse any gift it believes is not in the best interest of the organization. Additionally, CAPE Charter School employees may not accept any gifts on CAPE Charter School behalf without the prior consent of the Executive Director. Under no circumstances shall an CAPE Charter School employee accept monetary gifts consisting of but not limited to gift certificates, coupons, entertainment tickets etc. from prospective donors. The only gifts acceptable to receive without the prior consent of the Superintendent/Principal are those marginal, peripheral gifts including small food baskets or edible treats (i.e. food baskets, chocolate treats, pastries, etc).

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Camarillo Academy of Progressive Education (“CAPE”) policy is to comply with applicable federal and state laws and regulations. CAPE is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any CAPE program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Consolidated Categorical Aid Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

- iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If CAPE finds merit in a pupil fees complaint CAPE shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by CAPE to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If CAPE finds merit in a complaint, or if the Superintendent finds merit in an appeal, CAPE shall provide a remedy to the affected pupil.

CAPE acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. CAPE cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, CAPE will attempt to do so as appropriate. CAPE may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director of Education or designee on a case-by-case basis.

CAPE prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure CAPE's compliance with law:

Maryellen Lang
 Director of Education
 777 Aileen Street

Or

Doreen Learned
 Director of Operations
 777 Aileen Street

The Co-Directors or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director of Education or designee.

Should a complaint be filed against the Director of Education and/or the Director of Operations (Co-Directors) , the compliance officer for that case shall be the President of the CAPE Board of Directors.

Notifications

The Co-Directors or designee shall annually provide written notification of CAPE's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in CAPE speak a single primary language other than English.

The Co-Directors or designee shall make available copies of CAPE's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that CAPE is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal CAPE's decision to the CDE by filing a written appeal within 15 days of receiving CAPE's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that CAPE has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by CAPE.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CAPE staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend CAPE's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide CAPE's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

CAPE's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of CAPE's investigation and decision, as described in Step #5 below, within sixty (60) days of CAPE's receipt of the complaint.

- Step 5: Final Written Decision

CAPE's decision shall be in writing and sent to the complainant. CAPE's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal CAPE's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of CAPE's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with CAPE's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving CAPE's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of CAPE's decision.

Upon notification by the CDE that the complainant has appealed CAPE's decision, the Director of Education or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by CAPE, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of CAPE's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by CAPE when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which CAPE has not taken action within sixty (60) days of the date the complaint was filed with CAPE.

Civil Law Remedies

CAPE – Uniform Complaint Policy and Procedures
Last revised 9/18/2017

A complainant may pursue available civil law remedies outside of CAPE's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if CAPE has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Fiscal Policies and Procedures Handbook

CAPE

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CAPE

FISCAL CONTROL POLICIES AND PROCEDURES

OVERVIEW

The Governing Board of CAPE has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of CAPE to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Governing Board formulates financial policies and procedures, delegate's administration of the policies and procedures to the Superintendent/Principal or designee and reviews operations and activities on a regular basis.
2. The Superintendent/Principal or designee has responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All administrative employees are required to take annual vacations of at least five (5) consecutive days.
5. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
6. The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board and the charter-granting agency.
7. The Governing board can appoint someone else to perform the Executive Director's responsibilities in the case of absence.

Annual Financial Audit

1. The Governing Board will annually appoint an audit committee by January 1 to select an auditor by March 1 prior to year end (June 30th).
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
 - a. An audit of the accuracy of the financial statements
 - b. An audit of the attendance accounting and revenue accuracy practices
 - c. An audit of the internal control practices

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FISCAL CONTROL POLICIES AND PROCEDURES

PURCHASING

1. The Superintendent/Principal or designee and/or Director of Operations may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over \$5,000.
2. The Superintendent/Principal or designee and/or Director of Operations must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$500 (purchase order format to be provided by ExED), must be signed by the Superintendent/Principal or designee and/or Director of Operations and submitted to ExED with the related invoice.
3. When approving purchases, the Superintendent/Principal or designee and/or Director of Operations must:
 - a. Determine if the expenditure is budgeted
 - b. Determine if funds are currently available for expenditures (i.e. cash flow)
 - c. Determine if the expenditure is allowable under the appropriate revenue source
 - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 - e. Determine if the price is competitive and prudent. All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Any individual making an authorized purchase on behalf of the school must provide ExED with appropriate documentation of the purchase.
5. Individuals other than those specified above are not authorized to make purchases without pre-approval.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
7. The Superintendent/Principal or designee may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Superintendent/Principal or designee and/or Governing Board.
 - a. The school card will be kept under locked supervision in the Executive Director's office, and authorized individuals must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Superintendent/Principal or designee.
 - b. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
 - c. Credit cards will bear the names of both CAPE and the Superintendent/Principal or designee.
 - d. Debit cards are not allowed.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

Petty Cash

1. The designated office staff will manage the petty cash fund.
2. The petty cash fund will be capped at \$450.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the designated office staff and Director of Operations or designee will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. ExED will insure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$350. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the designated office staff within 48 hours of withdrawing the petty cash.
7. When expenditures total \$200 (when cash balance is reduced to \$250), the designated office staff will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Director of Operations or designee. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to ExED.
8. Petty cash fund reimbursement checks will be made payable to the Director of Operations or designee.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the Director of Operations or designee.
10. Loans will not be made from the petty cash fund.
11. ExED will conduct surprise counts of the petty cash fund.

Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$5,000.
 - a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Superintendent/Principal or designee may also require that contract service providers list the school as an additional insured.
4. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Designated Office staff will obtain a W-9 from the contract service provider prior to submitting any requests for payments to ExED.
5. The Superintendent/Principal or designee will approve proposed contracts and modifications in writing.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

6. Contract service providers will be paid in accordance with approved contracts as work is performed.
7. The Superintendent/Principal or designee will be responsible for ensuring the terms of the contracts are fulfilled.
8. Potential conflicts of interest will be disclosed upfront, and the Superintendent/Principal or designee and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the Superintendent/Principal or designee and/or Director of Operations for approval.
2. The Superintendent/Principal or designee and/or Director of Operations will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to ExED with the invoice. ExED will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the Superintendent/Principal or designee and/or Director of Operations, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to ExED on at least a weekly basis (Superintendent/Principal or designee and/or Director of Operations should be aware of invoice due dates to avoid late payments). ExED will then process the invoices with sufficient supporting documentation.
4. The Superintendent/Principal or designee and/or Director of Operations may authorize ExED to pay recurring expenses (e.g. utilities) without the Superintendent/Principal or designee and/or Director of Operations' formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to ExED in writing and updated on an annual basis.

Bank Checks

1. The Governing Board will approve, in advance, the list of authorized signers on the school account. The Superintendent/Principal or designee and/or Director of Operations, and any other employee authorized by the Governing Board may sign bank checks within established limitations.
2. The Governing Board will be authorized to open and close bank accounts.
3. ExED and the Superintendent/Principal or designee and/or Director of Operations will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Superintendent/Principal or designee and/or Director of Operations will send appropriate approved documentation to ExED.
5. Once approved by the Superintendent/Principal or designee and/or Director of Operations, ExED types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. The Superintendent/Principal or designee and/or Director of Operations will co-sign checks in excess of \$15,000 for all non-recurring items. All checks less than \$15,000 require only the signature of the Director of Operations.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

7. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
8. ExED will record the check transaction(s) into the appropriate checkbook and in the general ledger.
9. ExED will distribute the checks and vouchers as follows:
 - a. Original – mailed or delivered to payee
 - b. Duplicate or voucher – attached to the invoice and filed by vendor name by an ExED accountant.
 - c. Cancelled Checks – filed numerically with bank statements by an ExED accountant.
 - d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to ExED who will attach any other related documentation as appropriate.

Bank Reconciliation

1. Bank statements will be received directly, unopened, by the Vice President, Finance and Accounting at ExED assigned to the school.
2. ExED will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
3. An ExED accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The ExED accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Vice President, Finance and Accounting at ExED assigned to the school and the Superintendent/Principal or designee and/or Director of Operations.
5. The ExED accountant will prepare a monthly summary report to be approved by the Vice President, Finance and Accounting at ExED assigned to the school.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

ACCOUNTS RECEIVABLE

1. Documentation will be maintained for accounts receivable and forwarded to ExED.
2. Accounts receivable will be recorded by ExED in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
 - a. The Volunteer Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
 - b. The cash, checks, receipt book, and deposit summary must be given to the school Designated Office staff by the end of the next school day, who will immediately put the funds in a secure, locked location.
 - c. Both the Volunteer Coordinator and the Designated Office staff will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
 - a. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
 - b. The Designated Office staff and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
 - c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
3. Twice a week, the designated office staff will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be sent to ExED with the weekly mailing of invoices.
4. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; CAPE; Bank Name; Bank Account Number, Date Received by the School."
5. A deposit slip will be completed by the Designated Office staff and initialed by the Superintendent/Principal or designee and/or Director of Operations for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
6. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
7. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to ExED to be filed and recorded weekly.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

Volunteer Expenses

1. All volunteers will submit a purchase requisition form to the Superintendent/Principal or designee and/or Director of Operations for all potential expenses.
 - a. Only items with prior written authorization from the Superintendent/Principal or designee and/or Director of Operations will be paid/reimbursed.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by ExED or the Superintendent/Principal or designee and/or Director of Operations, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Superintendent/Principal or designee and/or Director of Operations and/or Governing Board.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Superintendent/Principal or designee and/or Director of Operations and/or Governing Board.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

PERSONNEL

1. The Director of Education will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The Director of Education will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and health insurance forms have been completed.
4. A position control list will be developed during budget season. ExED will notify the board of any variances to the position control throughout the year.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

PAYROLL

Timesheets

1. All classified employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to ExED on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours works in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Superintendent/Principal or designee for further guidance.

Payroll Processing

1. For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Director of Education will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to ExED who will verify the calculations for accuracy [see attached sample].
2. For salaried employees, employees must sign into a log book to verify working days for accuracy. The Director of Education will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
3. For substitute teachers, the Designated Office staff will maintain a log of teacher absences and the respective substitutes that work for them. The Designated Office staff

CAPE

FISCAL CONTROL POLICIES AND PROCEDURES

will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to ExED.

4. The Superintendent/Principal or designee will notify ExED of all authorizations for approved stipends.
5. ExED will prepare the payroll worksheet based on the summary report from the designated school employee.
6. The payroll checks (if applicable) will be delivered to the school. The Superintendent/Principal or designee will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. ExED will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. ExED will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Superintendent/Principal or designee or designee, and submit the forms to the respective agencies.

Record Keeping

1. The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
 - a. The designated school employee will immediately notify the Superintendent/Principal or designee if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
 - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

EXPENSES

Expense Reports

1. Employees will be reimbursed for expenditures within ten (10) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to ExED.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Superintendent/Principal or designee must sign expense reports.
5. Superintendent/Principal or designee expense reports should be approved by a member of the board and always be submitted to ExED for processing and payment
6. Expenses greater than two months old will not be reimbursed.

Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The Superintendent/Principal or designee and/or Director of Operations must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the Superintendent/Principal or designee and/or Director of Operations.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Superintendent/Principal or designee and/or Director of Operations for approval and then on to ExED for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Governing Board Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

2. The Superintendent/Principal or designee and/or Director of Operations will approve and sign the expense report, and submit it to the ExED for payment.

Telephone Usage

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

FINANCE

Financial Reporting

1. In consultation with the Superintendent/Principal or designee and/or Director of Operations, ExED will prepare the annual financial budget for approval by the Governing Board.
2. ExED will submit a monthly balance sheet and monthly revenue and expense summaries to the Superintendent/Principal or designee and/or Director of Operations including a review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. ExED will provide the Superintendent/Principal or designee and/or Director of Operations and/or Governing Board with additional financial reports, as needed.

Loans

1. The Superintendent/Principal or designee and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the Superintendent/Principal or designee before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Governing Board or Superintendent/Principal or designee or designee, certain documentation may be maintained for a longer period of time.
2. ExED will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

RESERVES /INSURANCE/LIABILITIES/ASSETS

Funds Balance Reserve

1. A funds balance reserve of at least 5% of the total unrestricted General Funds revenues will be maintained.
2. ExED will provide the Superintendent/Principal or designee and/or Director of Operations with balance sheets on a monthly basis. It is the responsibility of the Superintendent/Principal or designee and/or Director of Operations and the Governance Board to understand the school's cash situation. It is the responsibility of the Superintendent/Principal or designee and/or Director of Operations to prioritize payments as needed. The Superintendent/Principal or designee has responsibility for all operations and activities related to financial management.

Insurance

1. ExED will work with the Superintendent/Principal or designee and/or Director of Operations to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Superintendent/Principal or designee and/or Director of Operations and ExED will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Superintendent/Principal or designee and/or Director of Operations and ExED will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

CAPE
FISCAL CONTROL POLICIES AND PROCEDURES

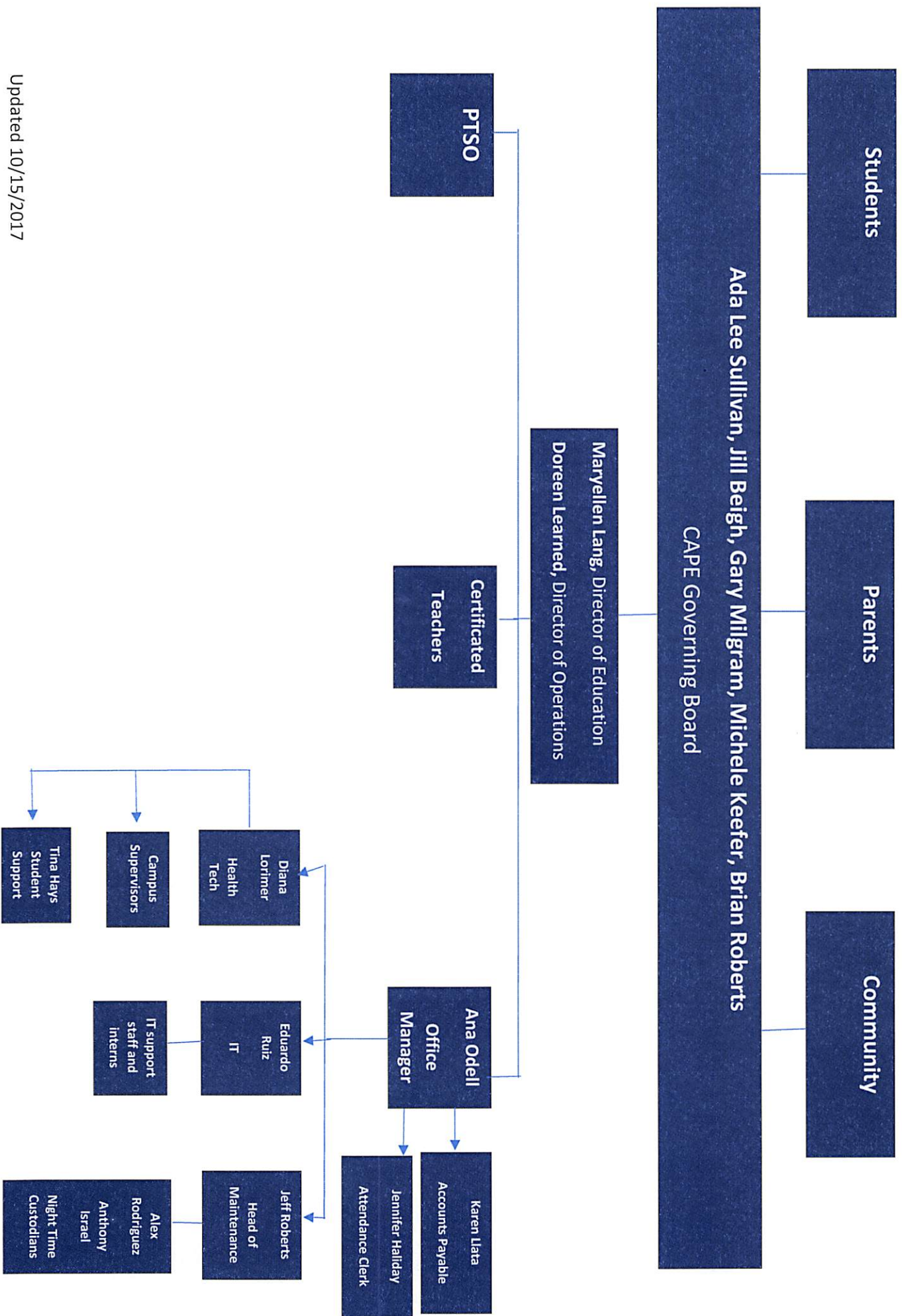
Asset Inventory

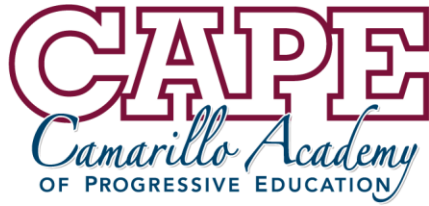
1. An asset is defined as all items, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.
2. ExED will file all receipts for purchased asset.
3. ExED will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. ExED will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Superintendent/Principal or designee will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Superintendent/Principal or designee will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
 - a. Parked in the parking lot during school hours
 - b. Parked in the parking lot after school hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
 - a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
 - b. If a parent or other visitor causes damage, that individual is responsible.
 - c. If an employee causes damage, the employee is responsible.
 - d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

Organizational Chart – Camarillo Academy of Progressive Education (CAPE Charter)





Camarillo Academy of Progressive Education
Camarillo, California

Appendix N Health and Safety Policies

This appendix contains a set of draft of health and safety policies to be considered by the Camarillo Academy of Progressive Education Governing Board. The policies attached are as follows:

Policy 1:	Fingerprinting and Background Checks
Policy 2:	Tuberculin Examinations
Policy 3:	Safe Facilities
Policy 4:	Immunizations/Physical Exams
Policy 5:	Communicable, Contagious, or Infectious Disease Prevention Policy
Policy 6:	Administration of Medications
Policy 7:	Drug-Free Workplace
Policy 8:	Smoke-Free Environment
Policy 9:	First Aid, CPR, and Health Screening
Policy 10:	Exposure Control Plan for Blood Borne Pathogens
Policy 11:	Conditions for Classroom and Charter School Visitation
Policy 12:	Preparation of Emergency Preparedness Plan Guidelines
Policy 13:	Vandalism, Theft, and Graffiti
Policy 14:	Weapons and Dangerous Instruments

Personnel

Board Policy #1

Fingerprinting and Background Checks

Fingerprinting

Camarillo Academy of Progressive Education (“Charter School”) shall comply with the applicable provisions of the Education Code, including Sections 44237, 44803.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or it’s designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The Charter School shall also fingerprint and background check school volunteers, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a

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paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may on a case-by-case basis require an entity providing contract services require the entity's employees to comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

The Director/Principal shall review Department of Justice reports on prospective employees/contractors; volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44803.1 or 45125.1, except with respect to her or himself, in which case the President of the Charter School Board will review. The Director/Principal shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

Adopted:

Amended: September 2007



School Safety

Board Policy #2

Tuberculin Examinations

1. No person shall be employed by or volunteer at the Charter School unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every two (2) years, with the exception of “food handlers” who shall be examined annually.
4. After such examination each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the Charter School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the Charter School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Adopted: September 2007

Amended:



School Safety
Safe Facilities

Board Policy #3

The Charter School will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Adopted: September 2007

Amended: September 2010



Student
Immunizations/Physical Exams

Board Policy #4

Applicability

This policy applies to all applicants to the Charter School and the administration of the school in charge of admissions.

Immunizations

The Charter School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:



- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

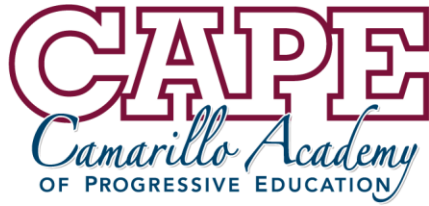
All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Adopted: September 2007

Amended: June 2016



School Safety

Board Policy #5

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations / Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Bloodborne Pathogen Exposure Control Program" Policy)

School Safety

Board Policy #6

Administration of Medications

The Charter School staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming

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that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Adopted: September 2007

Amended:



Personnel

Board Policy #7

Drug-Free Workplace

The Charter School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the Board.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination. **All CAPE employees are at will and no notice or cause is needed for termination.**

Adopted: September 2007

Amended: May 2016



Personnel
Smoke-Free Environment

Board Policy #8

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Adopted: September 2007

Amended:



School Safety

Board Policy #9

First Aid, CPR, And Health Screening

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the Charter School facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Director/Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., per appropriate grade levels.

Head Lice

To prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Director/Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

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www.camarillocharter.org



Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted: September 2007

Amended:



School Safety

Board Policy #10

Exposure Control Plan For Bloodborne Pathogens

The Director/Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Director/Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Director/Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Director/Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Director/Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Adopted: September 2007

Amended:

School Safety

Board Policy #11

Conditions for Classroom and School Visitation and Removal Policy

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:



1. Visits during school hours should first be arranged with the teacher and Director/Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Director/Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Director/Principal or designee may design a visible means of identification for visitors while on school premises.
3. The Director/Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Director/Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Director/Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Director/Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Director/Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Director/Principal or the Board President within five days after the denial or revocation. The Director/Principal or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Director/Principal shall be held within seven days after the Director/Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Director/Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.



8. At each entrance to the Charter School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Director/Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Director/Principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Adopted: September 2007

Amended: May 2015



Preparation of Emergency Preparedness Plan Guidelines

The Charter School Emergency preparedness plan shall be available to staff, students and the public in the office of the Principal or designee. Individual building disaster plans shall be provided to each teacher and shall be available for public inspection at the Principal's office. The Principal or designee shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The Principal or designee will appoint a committee each year to review the disaster preparedness plan and to recommend changes and/or improvements.

The following steps, as recommended by the California Department of Education shall be taken in developing the plan and training staff and students on safety procedures:

1. Devise a signal for announcing an emergency situation. This signal may differ depending on the type of emergency and available devices.
2. Identify who can declare an emergency and under what conditions.
3. Provide an emergency kit to each classroom and designate the students responsible for taking the kit when students leave the classroom during an emergency. The kit should contain, at a minimum, the following items:
 - copy of all class rosters and emergency telephone numbers for each student.
 - a white sheet that could be used for bandages and plastic gloves for protection.
 - triage tags to record the student's name and person to whom the student has been released.
 - a large tarp to cover students in the event of rain.
 - a large, brightly colored, laminated sign on a stick with the teacher's name clearly printed in the event a student becomes lost during an emergency drill.
 - candy and gum (helps reduce an anxious or dry mouth during an emergency).
 - playing cards or small games that can occupy and distract students during the emergency and small blanket.
4. For special education students, augment the emergency kit to include the following items:
 - name cards posted by the door.
 - current significant medical information.
 - agreements to include medical treatment.
 - medications, as necessary.
 - a strobe light for deaf students.



- picture cue cards for neurologically involved or significantly delayed students.
 - American sign language cue cards.
5. Develop clear instructions for operating the contingency plan, and regularly train staff members to respond in a reliable way. As the situation dictates, it may be necessary to take the following steps:
 - lock doors or assume placement in a hallway or classroom as a method of controlling movement around the campus.
 - instruct students and staff members to immediately lie face down on the floor, cover their heads, and endeavor to remain calm and immobile in the event of a shooting or explosion.
 - use desks as a cover for protection.
 - close and lock windows, if possible.
 - turn off all power equipment in the event of a natural disaster, such as an earthquake or electrical storm.
 - establish a central area for unsupervised students and staff members to assemble.
 - retain students until an "all clear" signal is given.
 6. Develop a procedure for identifying safe and injured students.
 7. Identify an adequate location and a procedure for administering first aid.
 8. Develop a systematic process for releasing students to parents or guardians that includes a sign-out procedure and verification of the authorized persons to pick up students. Identify the necessary documentation from parents or guardians for releasing students. Provide a description of the process in other languages for non-English speaking parents.
 9. Establish a "clean-up" committee to be called in immediately following a disaster to completely clean and repair damages so that the school can open as soon as the following day. Identify possible professional nonschool personnel to do the clean up, especially in the event of gunshot victims.
 10. Identify a crisis intervention team of psychologists and counselors to be called to provide debriefing and counseling for any resulting trauma affecting students and staff members.

The following are the Charter School procedures as recommended by the California Department of Education to ensure smooth administrative control of operations during a crisis

1. Generally, the principal, or her/his designee, declares an emergency and is responsible for requesting assistance through direct communication with a predetermined "emergency operations center" (EOC) is established where a pre-assigned designee shall work with emergency services and clearly defines the responsibility of each person.



2. Establish emergency procedures that include notifying local law enforcement agencies, the fire department, and medical assistance agencies as appropriate.
3. Post and regularly update a checklist of equipment and emergency telephone numbers.
4. Have necessary equipment available such as: handheld radios for communicating with supervising staff; a camera and film for documentation; a fully operational public address system; fully operational fire extinguishers; and a private telephone line and number to be used only by the principal (or authorized person) and the pre-assigned emergency center designee. When the emergency dictates, discontinue use of all telephone lines, except the private line, in order to provide uninterrupted communication with the EOC remember the following:
 - do not use "walkie-talkie" type radios during a bomb threat in the event there is a bomb on campus; handheld radios can detonate electronic devices and may set the bomb off.
 - establish a back-up command post near the school, but not on school grounds, in the event of a bomb threat.
5. Identify how injured students and staff will be transported to the hospital.
6. Plan alternative routes for transporting injured if standard routes are obstructed.
7. Establish an orderly dismissal procedure, e.g., dismissal by floors or sections, in a manner that everyone understands.
8. Provide parents with information in the language of the home, if possible, regarding relevant elements of the emergency plan, so they are prepared and know what to expect.
9. Conduct periodic practice drills to ensure procedures for dismissal run smoothly.
10. Establish a "buddy system," for all students, especially significantly disabled students.

The following are ROPS procedures as recommended by the California Department of Education for a clear, effective communication system:

1. Establish a clear communication system that signals an emergency, and when the crisis has passed, signals an "all clear." The signals should be distinguishable from those that designate class periods and should be established prior to an emergency situation.
2. Establish a rumor control/information post in a location accessible to parents, interested community members, and media to handle inquiries in an orderly fashion. This post would provide a system for swift parental contact and an outside line for specific communication to community transportation volunteers.
3. Authorize only one or two staff members to act as police contacts.



4. Designate a spokesperson to advise the media and respond to questions and concerns. The press should be handled by the public information officer exclusively and permitted to approach staff or students only after ROPS officials determine that such interaction would not adversely affect staff or students.
5. Establish a procedure for establishing and maintaining control of the media and onlookers who could impede operations. Have an appointed person provide updated information on the status of a crisis at regular intervals so as to minimize rumors and interruptions.
6. Develop procedures for keeping family members and other relatives informed about students enrolled in the school. For some special education students, it may be necessary to use TDD/TDY or a relay operator.
7. Select a person for message taking and to record incidents for documentation purposes. Establish a system for message delivery and backup should initial communications breakdown.
8. After the crisis has subsided and students have been dismissed, debrief all staff members about the emergency and the procedures taken.

The following are ROPS procedures for involving law enforcement in the case of an emergency as recommended by the California Department of Education:

1. Develop specific steps to ensure smooth police involvement in a school campus crisis situation. For example, school administrators may bring several uniformed police officers on campus to de-escalate a situation, to display force, or arrange for arrests if appropriate. As the situation improves, gradually reduce the number of officers on campus. The officers should attempt to interact with students in the students' native language, if possible, and be responsive and approachable. When the situation is controlled, officers should leave the campus calmly.
2. Develop a written agreement regarding coordination and police response to a school disruption before such an occurrence. The written memorandum of understanding would include clear guidelines regarding the point at which the assigned officer(s) would assume responsibility for a situation.
3. Develop an ongoing system of communication and review of facility planning and student activity on campus that includes students, staff, law enforcement, and families. Distribute new information (in the language of the home when possible) as it develops to keep everyone current.
4. Investigate the possibility of an assigned school resource/liaison law enforcement officer.



5. Design emergency plans with assistance from the police department that includes planning for major life-threatening disorders, such as shootings and bomb threats, as well as for natural disasters.
6. Establish personal contact between authorized staff and police department staff prior to an emergency.
7. Include arrangements for a "call back" number to verify that a police assistance call is legitimate when "911" has not been used to contact law enforcement.
8. Train school staff in leadership roles to recognize when police intervention is required. (Police staff become primarily responsible for enforcing the law and will insist on final decision-making in all matters involving their sworn obligations.)

Practice contingency procedures to assure that the plan is smooth running and comprehensive. Review the contingency plan regularly with staff members throughout the year, and conduct monthly drills for students and staff members to prepare them to respond to all types of emergencies.

Adopted: September 2007

Amended: March 2016



DRAFT

School Safety

Board Policy #13

Vandalism, Theft, and Graffiti

The Charter School considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any Charter School student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, the Charter School also may withhold the student's grades, diploma and/or transcripts in accordance with law.

Adopted: September 2007

Amended:



Weapons and Dangerous Instruments

The Charter School desires students and staff to be free from the fear and danger presented by firearms and other weapons. The Board therefore prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school.

Possession of Weapons

In order to maintain order and discipline in the Charter School and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations.

The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon. Upon written permission of the principal or designee, a student may possess a weapon on school grounds when necessary for a school-sponsored activity or class. The principal or designee shall inspect the weapon to ensure that necessary safety precautions have been taken.

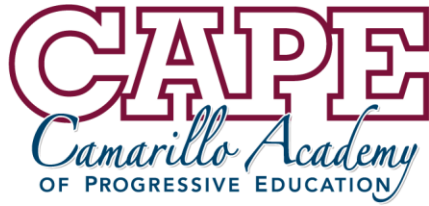
Reporting of Injurious Objects

The Charter School encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Principal or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Adopted: September 2007

Amended:



The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Maryellen Lang
Director of Education
777 Aileen Street
Camarillo, CA 93010
(805) 384-1415

Doreen Learned
Director of Operations
777 Aileen Street
Camarillo, CA 93010
(805) 384-1415

Your Rights and Responsibilities Under Title IX

- (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by CAPE.
- (c) CAPE currently offers athletic programs. You have the right to inquire of the athletic director or other appropriate CAPE administrator as to the athletic opportunities offered by CAPE.
- (d) You have the right to apply for athletic scholarships.
- (e) You have the right to receive equitable treatment and benefits in the provision of all of the following:
 - Equipment and supplies.
 - Scheduling of games and practices.
 - Transportation and daily allowances.
 - Access to tutoring.
 - Coaching.
 - Locker rooms.
 - Practice and competitive facilities.
 - Medical and training facilities and services.
 - Publicity.
- (f) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator's contact information.
- (g) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.



- (h) You have the right to pursue civil remedies if you have been discriminated against.
- (i) You have the right to be protected against retaliation if you file a discrimination complaint.
- (j) You can find out more information regarding your rights, CAPE's responsibilities, and access information on gender equity laws from the following resources:
 - California Interscholastic Federation: <http://www.cifstate.org/governance/equity/index>
 - California Department of Education, Office for Equal Opportunity: <http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>
 - United States Department of Education, Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html>

How to File a Complaint Under Title IX

- (a) You can find more information regarding how to file a complaint as follows:
 - The United States Office for Civil Rights website: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>.
 - California Department of Education website: <http://www.cde.ca.gov/re/di/eo/complaint.asp>
 - CAPE Uniform Complaint Procedures ("UCP") or Title IX/Harassment/Intimidation/Discrimination/Bullying Policy. Please CAPE's office manager in the main office for a complete copy of these policies.
- (b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with CAPE under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.
- (c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with CAPE under our UCP or Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.
- (d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.



- The electronic complaint form is available at <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>
- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

**San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102**

**Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov**

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with CAPE, please follow procedures set forth in those policies.

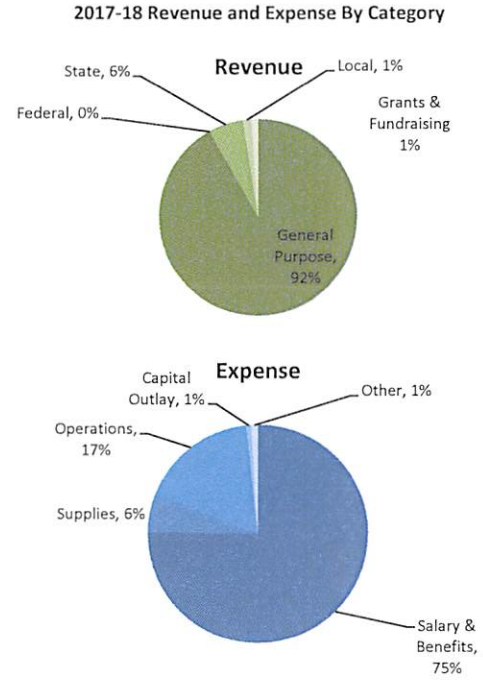
CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Summary

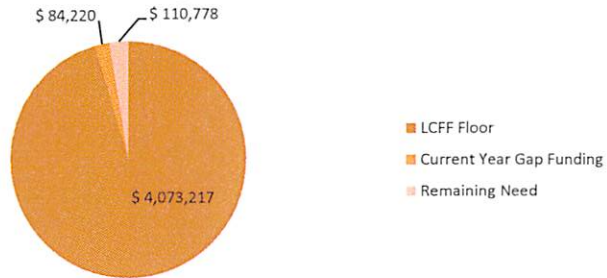
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	2016-17	2017-18 Budget Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Total Enrollment	570	580	574	578	580	581	582
ADA	548.96	554	549.35	551.95	553.85	554.80	555.75
% Free and Reduced	9%	0	9%	9%	9%	9%	9%
% English Language Learners	2%	0	2%	2%	2%	2%	2%
% Unduplicated Low Income, EL, Foster Youth	10%	0	9%	9%	9%	9%	9%
# of Teachers	22	22	27	27	27	27	27
INCOME							
8011-8096 · Local Control Funding Formula Revenue	4,081,178	4,194,798	4,157,437	4,259,754	4,370,518	4,488,577	4,599,571
8100-8299 · Other Federal Income	-	-	-	-	-	-	-
8300-8599 · Other State Income	228,764	112,478	255,463	175,721	176,446	176,817	177,146
8600-8799 · Other Income-Local	134,237	-	3,763	-	-	-	-
Grants/Fundraising	98,392	50,000	50,000	50,000	50,000	50,000	50,000
8999 · Other Prior Year Adjustments	72,431	-	59,619	-	-	-	-
TOTAL INCOME	4,615,002	4,357,276	4,526,282	4,485,476	4,596,964	4,715,394	4,826,717
EXPENSE							
1000 · Certificated Salaries	1,751,481	1,831,085	1,871,439	1,926,085	1,979,818	2,035,162	2,092,167
2000 · Classified Salaries	529,907	599,865	525,519	539,788	551,931	564,439	577,322
3000 · Employee Benefits	678,548	742,078	729,808	803,981	900,358	967,654	1,005,236
4000 · Supplies	322,088	234,666	232,666	227,898	229,601	231,301	233,050
5000 · Operating Services	654,238	764,064	724,518	757,341	782,078	803,057	823,784
6000 · Capital Outlay	28,464	28,896	30,070	17,062	15,484	13,939	6,253
7000 · Other Outgo	40,812	41,948	41,574	42,598	43,705	44,886	45,996
TOTAL EXPENSE	4,005,537	4,242,601	4,155,594	4,314,752	4,502,975	4,660,438	4,783,808
NET INCOME	609,465	114,675	370,688	170,724	93,990	54,956	42,909
Ending Cash Balance	4,607,800	4,530,444	4,911,465	5,090,605	5,189,868	5,261,719	5,287,765
Month with Lowest Ending Cash Balance	Sep: \$3,750,963	Sep: \$4,453,4	Jul: \$4,679,653	Sep: \$4,916,826	Sep: \$5,075,981	Sep: \$5,164,445	Sep: \$5,216,100
5% Reserve Goal	200,277	212,130	207,780	215,738	225,149	233,022	239,190
Net Income as a Percentage of Expenses	15.2%	2.7%	8.9%	4.0%	2.1%	1.2%	0.9%
Ending Cash as a Percentage of Expenses	115.0%	106.8%	118.2%	118.0%	115.3%	112.9%	110.5%
Ending Debt Balance	-	-	-	-	-	-	-

	2016-17	2017-18 Budget Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Per Pupil Revenue	8,096	7,513	7,886	7,760	7,926	8,116	8,293
Per Pupil Revenue without Grants/Fundraising	7,924	7,426	7,798	7,674	7,840	8,030	8,207
Per Pupil Expense	7,027	7,315	7,240	7,465	7,764	8,021	8,220



LCFF Target vs. LCFF Actual

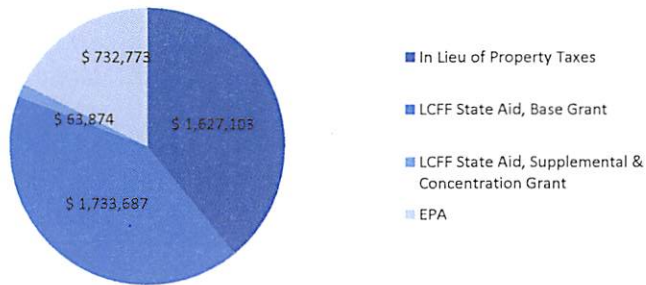


2017-18	K-3	4-6	7-8	9-12
LCFF Target Rates*	8,082	7,431	7,652	9,098
Current Year Average Rate**	7,568	7,568	7,568	7,568

*Reflects school's grade level funding rates if LCFF were fully implemented today. Full implementation of LCFF is not anticipated until 2020.

**Reflects average rate in the current year across all grade levels served by the school.

LCFF Funding Sources



The Local Control Funding Formula Revenue includes funds from the Education Protection Account created by the passage of Proposition 30 in November 2012. 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.

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Enrollment	570	580	574	578	580	581	582
ADA	548.96	553.85	549.35	551.95	553.85	554.80	555.75
Income							
8011-8096 · Local Control Funding Formula Revenue							
8011 Local Control Funding Formula	1,700,959	1,877,297	1,797,561	1,888,709	1,991,311	2,105,289	2,212,202
8012 Education Protection Account	704,837	730,283	732,773	736,241	738,775	740,043	741,310
8096 In Lieu of Property Taxes	1,675,382	1,587,218	1,627,103	1,634,804	1,640,432	1,643,245	1,646,059
Total 8011-8096 · Local Control Funding Formula Revenue	4,081,178	4,194,798	4,157,437	4,259,754	4,370,518	4,488,577	4,599,571
8100-8299 · Other Federal Income							
Total 8100-8299 · Other Federal Income	-	-	-	-	-	-	-
8300-8599 · Other State Income							
8311 Special Ed - AB602	-	-	59,522	59,804	60,010	60,113	60,216
8520 Child Nutrition - State	-	-	-	-	-	-	-
8550 Mandate Block Grant	125,885	7,801	89,426	8,839	8,990	9,074	9,115
8560 State Lottery Revenue	102,879	104,678	106,516	107,078	107,447	107,631	107,816
8591 SB740	-	-	-	-	-	-	-
8599 All Other State Revenues	-	-	-	-	-	-	-
Total 8300-8599 · Other State Income	228,764	112,478	255,463	175,721	176,446	176,817	177,146
8600-8799 · Other Income-Local							
8634 Food Service Sales	-	-	-	-	-	-	-
8660 Interest / Dividend Income	3,028	-	3,403	-	-	-	-
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-
8670 In Kind Donation	-	-	-	-	-	-	-
8690 All Other Local Revenue	131,208	-	360	-	-	-	-
8698 Grants	-	-	-	-	-	-	-
8699 Fundraising	98,392	50,000	50,000	50,000	50,000	50,000	50,000
8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	-
Total 8600-8799 · Other Income-Local	232,629	50,000	53,763	50,000	50,000	50,000	50,000
Prior Year Adjustments							
8019 Local Control Funding Formula - Prior Year	(98,205)	-	-	-	-	-	-
8999 Other Prior Year Adjustments	170,636	-	59,619	-	-	-	-
Total Prior Year Adjustments	72,431	-	59,619	-	-	-	-
TOTAL INCOME	4,615,002	4,357,276	4,526,282	4,485,476	4,596,964	4,715,394	4,826,717

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	-1	0	0	1	2	3	4
	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Expense							
1000 • Certificated Salaries							
1110 Teachers' Salaries	1,557,050	1,623,964	1,663,318	1,713,217	1,764,614	1,817,552	1,872,079
1120 Teachers' Hourly	-	-	-	-	-	-	-
1170 Teacher Salaries - Substitute	55,520	39,000	39,000	40,170	41,375	42,616	43,895
1175 Teachers' Salaries - Stipend/Extra Duty	10,250	14,000	15,000	15,450	15,914	16,391	16,883
1200 Certificated Pupil Support Salaries	-	21,600	21,600	22,248	22,915	23,603	24,311
1300 Certificated Supervisor and Administrator Salaries	128,661	132,521	132,521	135,000	135,000	135,000	135,000
1900 Other Certificated Salaries	-	-	-	-	-	-	-
Total 1000 • Certificated Salaries	1,751,481	1,831,085	1,871,439	1,926,085	1,979,818	2,035,162	2,092,167
2000 • Classified Salaries							
2100 Instructional Aide Salaries	53,979	122,428	47,297	48,715	50,177	51,682	53,233
2200 Classified Support Salaries (Maintenance, Food)	91,757	87,337	87,337	89,957	92,656	95,435	98,299
2300 Classified Supervisor and Administrator Salaries	128,661	132,521	132,521	135,000	135,000	135,000	135,000
2400 Clerical/Technical/Office Staff Salaries	217,757	226,423	227,558	234,385	241,417	248,659	256,119
2900 Other Classified Salaries (Supervision, After School)	37,753	31,156	30,806	31,730	32,682	33,662	34,672
Total 2000 • Classified Salaries	529,907	599,865	525,519	539,788	551,931	564,439	577,322
3000 • Employee Benefits							
3111 STRS - State Teachers Retirement System	209,368	273,259	270,049	313,567	358,941	388,716	399,604
3212 PERS - Public Employee Retirement System	65,230	93,159	81,613	97,702	114,802	134,337	143,753
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	-
3311 OASDI - Social Security	36,313	33,310	32,582	33,467	34,220	34,995	35,794
3331 MED - Medicare	31,754	35,249	34,756	35,755	36,710	37,694	38,708
3401 H&W - Health & Welfare	234,772	248,562	267,381	262,578	290,694	302,562	313,368
3501 SUI - State Unemployment Insurance	1,095	1,215	1,198	1,233	1,266	1,300	1,335
3601 Workers' Compensation	51,049	57,323	42,229	59,680	63,725	68,050	72,675
3901 403B	-	-	-	-	-	-	-
3902 Other Benefits	48,966	-	-	-	-	-	-
Total 3000 • Employee Benefits	678,548	742,078	729,808	803,981	900,358	967,654	1,005,236
4000 • Supplies							
4110 Approved Textbooks and Core Curriculum Materials	56,581	15,500	15,500	15,965	16,444	16,937	17,445
4210 Books and Other Reference Materials	22,958	13,200	13,200	13,596	14,004	14,424	14,857

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	-1	0	0	1	2	3	4
	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
4310 Student Materials	40,661	86,627	86,627	80,403	80,715	81,037	81,368
4350 Office Supplies	6,766	7,143	7,143	7,193	7,218	7,230	7,243
4370 Custodial Supplies	11,617	15,000	13,000	13,390	13,792	14,205	14,632
4390 Other Supplies	21,174	22,196	22,196	22,351	22,428	22,467	22,506
4400 Non Capitalized Equipment	162,332	75,000	75,000	75,000	75,000	75,000	75,000
4700 Food and Food Supplies	-	-	-	-	-	-	-
Total 4000 · Supplies	322,088	234,666	232,666	227,898	229,601	231,301	233,050
5000 · Operating Services							
5200 Travel and Conferences	19,972	25,000	25,000	25,929	26,800	27,651	28,530
5300 Dues and Memberships	6,393	9,268	5,000	5,000	5,000	5,000	5,000
5450 General Insurance	25,192	26,403	26,440	27,423	28,343	29,244	30,173
5500 Operation and Housekeeping Services	97,928	99,630	101,574	105,350	108,886	112,346	115,916
5610 Rent - Facilities / Buildings / Space	33,493	36,332	36,332	37,682	38,947	40,185	41,461
5620 Equipment Lease	36,289	43,500	43,500	45,117	46,631	48,113	49,642
5630 Vendor Repairs	19,921	7,500	7,500	7,779	8,040	8,295	8,559
5812 Field Trips/Pupil Transportation	30,143	52,404	50,000	50,000	50,000	50,000	50,000
5820 Legal / Audit Fees	24,763	26,202	25,685	26,640	27,534	28,409	29,312
5830 Advertisement / Recruitment	2,104	2,167	2,167	2,232	2,299	2,368	2,439
5850 Non Instructional Consultants	43,810	39,229	34,229	35,493	36,680	37,843	39,043
5851 Instructional Consultants	180,332	259,038	225,004	242,308	252,119	258,188	264,267
5853 ExED	113,000	115,260	115,260	118,718	122,279	125,948	129,726
5860 Non Instructional Software and Subscriptions	-	-	5,000	5,186	5,360	5,530	5,706
5890 Other Fees / Bank Charges /Credit Card Fees	1,603	5,323	1,951	2,010	2,070	2,214	2,281
5891 Factoring Fees	-	-	-	-	-	-	-
5897 Fundraising Cost	203	213	211	219	226	233	241
5900 Communications	19,092	16,596	19,665	20,255	20,862	21,488	21,488
Total 5000 · Operating Services	654,238	764,064	724,518	757,341	782,078	803,057	823,784
6000 · Capital Outlay							
6900 Depreciation Expense	28,464	28,896	30,070	17,062	15,484	13,939	6,253
Total 6000 · Capital Outlay	28,464	28,896	30,070	17,062	15,484	13,939	6,253
7000 · Other Outgo							
7221 Transfers to District		-	-	-	-	-	-

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
7299 District Oversight Fee	40,812	41,948	41,574	42,598	43,705	44,886	45,996
7311 Indirect Costs	-	-	-	-	-	-	-
7438 Debt Service - Interest	-	-	-	-	-	-	-
Total 7000 · Other Outgo	40,812	41,948	41,574	42,598	43,705	44,886	45,996
TOTAL EXPENSE	4,005,537	4,242,601	4,155,594	4,314,752	4,502,975	4,660,438	4,783,808
NET INCOME	609,465	114,675	370,688	170,724	93,990	54,956	42,909
Beginning Cash Balance	3,936,982	4,338,338	4,607,800	4,911,465	5,090,605	5,189,868	5,261,719
Cash Flow from Operating Activities							
Net Income	609,465	114,675	370,688	170,724	93,990	54,956	42,909
Change in Accounts Receivable							
Prior Year Accounts Receivable	480,081	478,893	588,825	447,396	408,075	418,387	415,401
Current Year Accounts Receivable	(596,825)	(403,275)	(447,396)	(408,075)	(418,387)	(415,401)	(438,749)
Change in Due from	(22)	-	-	-	-	-	-
Change in Accounts Payable	131,087	(30,592)	(218,594)	(40,188)	-	-	-
Change in Due to	18,127	3,509	(9,480)	(7,780)	101	(31)	233
Change in Accrued Vacation	48,966	-	-	-	-	-	-
Change in Payroll Liabilities	251	-	1,113	-	-	-	-
Change in Prepaid Expenditures	(15,648)	-	(9,524)	-	-	-	-
Change in Deposits	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-
Depreciation Expense	28,464	28,896	30,070	17,062	15,484	13,939	6,253
Cash Flow from Investing Activities							
Capital Expenditures	(33,129)	-	(2,037)	-	-	-	-
Cash Flow from Financing Activities							
Source - Sale of Receivables	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-
Ending Cash Balance	4,607,800	4,530,444	4,911,465	5,090,605	5,189,868	5,261,719	5,287,765
Month with Lowest Ending Cash Balance	Sep: \$3,750,963	Sep: \$4,453,456	Jul: \$4,679,653	Sep: \$4,916,826	Sep: \$5,075,981	Sep: \$5,164,445	Sep: \$5,216,100
5% Reserve Goal	200,277	212,130	207,780	215,738	225,149	233,022	239,190

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	-1	0	1	2	3	4	
	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Net Income as a Percent of Expenses	15.2%	2.7%	8.9%	4.0%	2.1%	1.2%	0.9%
Ending Cash as a Percent of Expenses	115.0%	106.8%	118.2%	118.0%	115.3%	112.9%	110.5%

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION
 Schedule A - Revenue, Part 1, Local Control Funding Formula
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Go to CY Cash Flow	<i>let Income Tracker</i>	114,675	370,688	170,724	93,990	54,956	42,909
	<i>Ending Cash Tracker</i>	4,530,444	4,911,465	5,090,605	5,189,868	5,261,719	5,287,765

LCFF Base Year Data	FY 12/13
P2 ADA	544.26
General Purpose - State Aid + EPA (At P2)	1,483,829.00
In Lieu of Property Tax (At P2)	1,339,353.00
Total General Purpose	2,822,641.00
Base Rate (General Purpose Divided by ADA)	5,186.20
Frozen Categoricals (e.g Supplemental Hours, CSR, Arts & Music)	176,930.00
Non-Frozen Categoricals (CBG, New School Suppl)	234,560.00
Non-Frozen Categorical ADA Rate	427.28

LCFF Gap Scen.	2017-18	2018-19	2019-20	2020-21	2021-22
1 - SSC	43.19%	39.12%	41.60%	44.16%	44.16%
2 - CSDC					
3 - DOF	43.19%	66.12%	64.92%	100.00%	100.00%
4 - Other					
Selected	1	1	1	1	1

LCFF Gap Funding	Gap Funding	ADA	Gap Funding Per ADA
FY 13-14	\$101,226	548.46	\$184.56
FY 14-15	\$241,674	552.41	\$437.49
FY 15-16	\$312,886	550.29	\$568.58
Total			\$1,190.63

	2016-17	2017-18 Budget - Approved	2017-18 Trend	2018-19	2019-20	2020-21	2021-22
Formula Factors							
COLA	0.00%	1.56%	1.56%	2.15%	2.35%	2.57%	2.00%
Gap-Closing Increment	56.08%	43.97%	43.19%	39.12%	41.60%	44.16%	44.16%
K-3 Grade Span Adjustment Percentage	10.40%	10.40%	10.40%	10.40%	10.40%	10.40%	10.40%
9-12 Grade Span Adjustment Percentage	2.60%	2.60%	2.60%	2.60%	2.60%	2.60%	2.60%
Supplemental Grant Percentage	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant Percentage	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%
Concentration Grant Threshold	55.00%	55.00%	55.00%	55.00%	55.00%	55.00%	55.00%
School Factors							
TK-3 ADA	237.99	234.93	235.45	234.93	234.93	229.20	229.20
4-6 ADA	191.71	189.09	189.68	189.09	189.09	189.09	189.09
7-8 ADA	119.26	120.33	120.50	120.33	120.33	126.06	126.06
9-12 ADA	-	9.50	3.72	7.60	9.50	10.45	11.40
Total ADA	548.96	553.85	549.35	551.95	553.85	554.80	555.75
3-Year Average FRPM/EL/FY Unduplicated Percentage	8.77%	8.91%	8.88%	9.30%	8.78%	8.80%	8.78%
District of Residence Unduplicated Percentage	65.95%	65.80%	65.95%	65.95%	65.95%	65.95%	65.95%
Rates							
<i>Base LCFF Target Rates</i>							
TK-3	\$ 7,083	\$ 7,193	\$ 7,193	\$ 7,348	\$ 7,521	\$ 7,714	\$ 7,868
4-6	\$ 7,189	\$ 7,301	\$ 7,301	\$ 7,458	\$ 7,633	\$ 7,829	\$ 7,986
7-8	\$ 7,403	\$ 7,518	\$ 7,518	\$ 7,680	\$ 7,860	\$ 8,062	\$ 8,223
9-12	\$ 8,578	\$ 8,712	\$ 8,712	\$ 8,899	\$ 9,108	\$ 9,342	\$ 9,529
<i>Grade Span-Adjusted Target Rates (TK-3 & 9-12 adjusted by grade span adjustment percentage)</i>							
TK-3	\$ 7,820	\$ 7,941	\$ 7,941	\$ 8,112	\$ 8,303	\$ 8,516	\$ 8,686
4-6	\$ 7,189	\$ 7,301	\$ 7,301	\$ 7,458	\$ 7,633	\$ 7,829	\$ 7,986

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION
 Schedule A - Revenue, Part 1, Local Control Funding Formula
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Go to CY Cash Flow	<i>Let Income Tracker</i>	114,675	370,688	170,724	93,990	54,956	42,909
	<i>Ending Cash Tracker</i>	4,530,444	4,911,465	5,090,605	5,189,868	5,261,719	5,287,765

LCFF Base Year Data	FY 12/13
P2 ADA	544.26
General Purpose - State Aid + EPA (At P2)	1,483,829.00
In Lieu of Property Tax (At P2)	1,339,353.00
Total General Purpose	2,822,641.00
Base Rate (General Purpose Divided by ADA)	5,186.20
Frozen Categoricals (e.g Supplemental Hours, CSR, Arts & Music)	176,930.00
Non-Frozen Categoricals (CBG, New School Suppl)	234,560.00
Non-Frozen Categorical ADA Rate	427.28

LCFF Gap Scen.	2017-18	2018-19	2019-20	2020-21	2021-22
1 - SSC	43.19%	39.12%	41.60%	44.16%	44.16%
2 - CSDC					
3 - DOF	43.19%	66.12%	64.92%	100.00%	100.00%
4 - Other					
Selected	1	1	1	1	1

LCFF Gap Funding	Gap Funding	ADA	Gap Funding Per ADA
FY 13-14	\$101,226	548.46	\$184.56
FY 14-15	\$241,674	552.41	\$437.49
FY 15-16	\$312,886	550.29	\$568.58
Total			\$1,190.63

	2016-17	2017-18 Budget - Approved	2017-18 Trend	2018-19	2019-20	2020-21	2021-22
7-8	\$ 7,403	\$ 7,518	\$ 7,518	\$ 7,680	\$ 7,860	\$ 8,062	\$ 8,223
9-12	\$ 8,801	\$ 8,939	\$ 8,939	\$ 9,130	\$ 9,345	\$ 9,585	\$ 9,777
Supplemental Grant Rates							
TK-3	\$ 1,564	\$ 1,588	\$ 1,588	\$ 1,622	\$ 1,661	\$ 1,703	\$ 1,737
4-6	\$ 1,438	\$ 1,460	\$ 1,460	\$ 1,492	\$ 1,527	\$ 1,566	\$ 1,597
7-8	\$ 1,481	\$ 1,504	\$ 1,504	\$ 1,536	\$ 1,572	\$ 1,612	\$ 1,645
9-12	\$ 1,760	\$ 1,788	\$ 1,788	\$ 1,826	\$ 1,869	\$ 1,917	\$ 1,955
Concentration Grant Rates							
TK-3	\$ 3,910	\$ 3,971	\$ 3,971	\$ 4,056	\$ 4,152	\$ 4,258	\$ 4,343
4-6	\$ 3,595	\$ 3,651	\$ 3,651	\$ 3,729	\$ 3,817	\$ 3,915	\$ 3,993
7-8	\$ 3,702	\$ 3,759	\$ 3,759	\$ 3,840	\$ 3,930	\$ 4,031	\$ 4,112
9-12	\$ 4,401	\$ 4,470	\$ 4,470	\$ 4,565	\$ 4,673	\$ 4,793	\$ 4,889
Other Inputs							
In Lieu of Property Tax (LAUSD) Rate per ADA	\$ 2,961.87	\$ 2,866	\$ 2,961.87	\$ 2,962	\$ 2,962	\$ 2,962	\$ 2,962
Education Protection Account % Offset	25.72%	25.42%	25.72%	25.72%	25.72%	25.72%	25.72%
EPA Rate for Schools Open in FY 13/14 or later	\$ 200	200.00	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200

LCFF Calculation							
LCFF Target Calculation (Full Implementation)							
Supplemental Add On Rate (Supplemental Rate * % Unduplicated)							
TK-3	\$ 137	\$ 142	\$ 141	\$ 151	\$ 146	\$ 150	\$ 153
4-6	\$ 126	\$ 130	\$ 130	\$ 139	\$ 134	\$ 138	\$ 140
7-8	\$ 130	\$ 134	\$ 134	\$ 143	\$ 138	\$ 142	\$ 144
9-12	\$ 154	\$ 159	\$ 159	\$ 170	\$ 164	\$ 169	\$ 172
Total Supplemental Grant	\$ 72,303	\$ 75,480	\$ 74,481	\$ 80,157	\$ 77,765	\$ 80,057	\$ 81,636

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION
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Go to CY Cash Flow	<i>Let Income Tracker</i>	114,675	370,688	170,724	93,990	54,956	42,909
	<i>Ending Cash Tracker</i>	4,530,444	4,911,465	5,090,605	5,189,868	5,261,719	5,287,765

LCFF Base Year Data	FY 12/13
P2 ADA	544.26
General Purpose - State Aid + EPA (At P2)	1,483,829.00
In Lieu of Property Tax (At P2)	1,339,353.00
Total General Purpose	2,822,641.00
Base Rate (General Purpose Divided by ADA)	5,186.20
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Non-Frozen Categoricals (CBG, New School Suppl)	234,560.00
Non-Frozen Categorical ADA Rate	427.28

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2 - CSDC					
3 - DOF	43.19%	66.12%	64.92%	100.00%	100.00%
4 - Other					
Selected	1	1	1	1	1

LCFF Gap Funding	Gap Funding	ADA	Gap Funding Per ADA
FY 13-14	\$101,226	548.46	\$184.56
FY 14-15	\$241,674	552.41	\$437.49
FY 15-16	\$312,886	550.29	\$568.58
Total			\$1,190.63

	2016-17	2017-18 Budget - Approved	2017-18 Trend	2018-19	2019-20	2020-21	2021-22
<i>Concentration Add On Rate (Concentration Rate * % Undupl. Capped @ District of Residence %)</i>							
TK-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>School Target Rates (Adjusted Base Rates Plus Supplemental and Concentration Rates)</i>							
TK-3	\$ 7,957	\$ 8,083	\$ 8,082	\$ 8,263	\$ 8,449	\$ 8,666	\$ 8,839
4-6	\$ 7,315	\$ 7,431	\$ 7,431	\$ 7,597	\$ 7,767	\$ 7,967	\$ 8,126
7-8	\$ 7,533	\$ 7,652	\$ 7,652	\$ 7,823	\$ 7,998	\$ 8,204	\$ 8,367
9-12	\$ 8,955	\$ 9,098	\$ 9,098	\$ 9,300	\$ 9,509	\$ 9,754	\$ 9,949
LCFF Total Target (School Target Rates * ADA)	\$ 4,194,470	\$ 4,311,167	\$ 4,268,215	\$ 4,389,665	\$ 4,506,284	\$ 4,628,769	\$ 4,730,589
Average LCFF Target Rate per ADA	\$ 7,641	\$ 7,784	\$ 7,770	\$ 7,953	\$ 8,136	\$ 8,343	\$ 8,512
LCFF Floor Calculation							
Current Year ADA * FY 12/13 Base Rate	\$ 2,847,016	\$ 2,872,377	\$ 2,849,039	\$ 2,862,523	\$ 2,872,377	\$ 2,877,304	\$ 2,882,231
FY 12/13 Frozen Categoricals	\$ 176,930	\$ 176,930	\$ 176,930	\$ 176,930	\$ 176,930	\$ 176,930	\$ 176,930
Current Year ADA * FY 12/13 Non-Frozen Categorical ADA Rate	\$ 234,560	\$ 236,649	\$ 234,726	\$ 235,837	\$ 236,649	\$ 237,055	\$ 237,461
Current Year ADA * Prior Year LCFF Funding Gap per ADA	\$ 653,608	\$ 817,521	\$ 812,522	\$ 900,987	\$ 987,852	\$ 1,086,420	\$ 1,199,336
LCFF Floor	\$ 3,912,114	\$ 4,103,477	\$ 4,073,217	\$ 4,176,277	\$ 4,273,808	\$ 4,377,709	\$ 4,495,958
Current Year Funding Calculation							
Gap Between Target and Floor	\$ 282,355	207,689.70	\$ 194,998	\$ 213,387	\$ 232,476	\$ 251,060	\$ 234,631
CY Gap Closing Increment (Gap * Gap Closing Increment Percentage)	\$ 158,336	91,321.16	\$ 84,220	\$ 83,477	\$ 96,710	\$ 110,868	\$ 103,613
Gap Funding Per ADA	\$ 288	164.88	\$ 153	\$ 151	\$ 175	\$ 200	\$ 186
Current Year Local Control Funding Formula Revenue	\$ 4,081,178	\$ 4,194,798	\$ 4,157,437	\$ 4,259,754	\$ 4,370,518	\$ 4,488,577	\$ 4,599,571
CY Average LCFF Rate per ADA	\$ 7,410	\$ 7,574	\$ 7,568	\$ 7,718	\$ 7,891	\$ 8,090	\$ 8,276

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION
 Schedule A - Revenue, Part 1, Local Control Funding Formula
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Go to CY Cash Flow	<i>let Income Tracker</i>	114,675	370,688	170,724	93,990	54,956	42,909
	<i>Ending Cash Tracker</i>	4,530,444	4,911,465	5,090,605	5,189,868	5,261,719	5,287,765

LCFF Base Year Data	FY 12/13
P2 ADA	544.26
General Purpose - State Aid + EPA (At P2)	1,483,829.00
In Lieu of Property Tax (At P2)	1,339,353.00
Total General Purpose	2,822,641.00
Base Rate (General Purpose Divided by ADA)	5,186.20
Frozen Categoricals (e.g Supplemental Hours, CSR, Arts & Music)	176,930.00
Non-Frozen Categoricals (CBG, New School Suppl)	234,560.00
Non-Frozen Categorical ADA Rate	427.28

LCFF Gap Scen.	2017-18	2018-19	2019-20	2020-21	2021-22
1 - SSC	43.19%	39.12%	41.60%	44.16%	44.16%
2 - CSDC					
3 - DOF	43.19%	66.12%	64.92%	100.00%	100.00%
4 - Other					
Selected	1	1	1	1	1

LCFF Gap Funding	Gap Funding	ADA	Gap Funding Per ADA
FY 13-14	\$101,226	548.46	\$184.56
FY 14-15	\$241,674	552.41	\$437.49
FY 15-16	\$312,886	550.29	\$568.58
Total			\$1,190.63

	2016-17	2017-18 Budget - Approved	2017-18 Trend	2018-19	2019-20	2020-21	2021-22
Increase/Decrease		\$ 162	\$ 158	\$ 150	\$ 174	\$ 199	\$ 186

Components of Local Control Funding Formula Revenue							
In Lieu of Property Tax Funding	\$ 1,625,948	\$ 1,587,218	\$ 1,627,103	\$ 1,634,804	\$ 1,640,432	\$ 1,643,245	\$ 1,646,059
School's Education Protection Account % Offset/ADA Rate	0.22	25.42%	0.26	0.26	0.26	0.26	0.26
Education Protection Account Funding	\$ 625,265	\$ 730,283	\$ 732,773	\$ 736,241	\$ 738,775	\$ 740,043	\$ 741,310
LCFF, State Portion	\$ 1,829,965	\$ 1,877,297	\$ 1,797,561	\$ 1,888,709	\$ 1,991,311	\$ 2,105,289	\$ 2,212,202

Calculation of Proportional Share of LCFF Dollars Attributable to Suppl. and Conc. Grants							
Total LCFF Supplemental and Concentration Grant Target	\$ 72,303	\$ 75,480	\$ 74,481	\$ 80,157	\$ 77,765	\$ 80,057	\$ 81,636
PY LCFF Funds Spent on High Need Pupils (Above Speding on All Pupils)	\$ 34,754	56732.59041	\$ 55,810	\$ 63,874	\$ 70,244	\$ 73,373	\$ 76,325
Gap between Target and PY Amount Spent	\$ 37,549	\$ 18,747	\$ 18,671	\$ 16,283	\$ 7,521	\$ 6,685	\$ 5,311
Gap Closing Increment (Gap * Gap Closing Increment %)	\$ 21,056	\$ 8,243	\$ 8,064	\$ 6,370	\$ 3,129	\$ 2,952	\$ 2,345
CY Investment, High Need Students (PY spent plus Gap Closing Increment)	\$ 55,810	\$ 64,976	\$ 63,874	\$ 70,244	\$ 73,373	\$ 76,325	\$ 78,670
CY Base Funding (CY LCFF Total Revenue less High Need Student CY Investment)	\$ 4,025,368	\$ 4,129,822	\$ 4,093,563	\$ 4,189,511	\$ 4,297,145	\$ 4,412,252	\$ 4,520,901
Minimum Proportionality Percentage	1.39%	1.57%	1.56%	1.68%	1.71%	1.73%	1.74%
Supplemental & Concentration Grant Spending (Total of Tagged Items in Schedule C & D)	\$ 56,828	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Difference	\$ (1,018)	\$ 64,976	\$ 63,874	\$ 70,244	\$ 73,373	\$ 76,325	\$ 78,670

Apportionment Calculations							
Advance Apportionment (Prior Year P-2 ADA)							
State Portion							
TK-3		\$ 1,120,480	\$ 1,096,194	\$ 1,119,747	\$ 1,158,038	\$ 1,204,855	\$ 1,218,074
4-6		\$ 902,590	\$ 883,026	\$ 902,075	\$ 932,079	\$ 969,762	\$ 1,004,911
7-8		\$ 561,488	\$ 549,317	\$ 573,071	\$ 593,141	\$ 617,121	\$ 669,941

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION
 Schedule A - Revenue, Part 1, Local Control Funding Formula
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FY 14-15	\$241,674	552.41	\$437.49
FY 15-16	\$312,886	550.29	\$568.58
Total			\$1,190.63

	2016-17	2017-18 Budget - Approved	2017-18 Trend	2018-19	2019-20	2020-21	2021-22
9-12		\$ -	\$ -	\$ 17,691	\$ 37,463	\$ 48,721	\$ 55,536
Total, Advance Apportionment, State Portion		\$ 2,584,558	\$ 2,528,537	\$ 2,612,585	\$ 2,720,721	\$ 2,840,459	\$ 2,948,463
In Lieu, Advance Apportionment Calculation (Prior Year P-2 ADA, unless Y1)		\$ 1,573,204	\$ 1,625,948	\$ 1,627,103	\$ 1,634,804	\$ 1,640,432	\$ 1,643,245
EPA, Advance Apportionment Calculation		\$ 723,835	\$ 732,253	\$ 732,773	\$ 736,241	\$ 738,775	\$ 740,043
P-1 Apportionment (Current Year P-1 ADA; For Budget Year: P-1 ADA from ADA Forecast Used)							
TK-3		\$ 1,106,074	\$ 1,086,659	\$ 1,117,274	\$ 1,158,038	\$ 1,175,469	\$ 1,218,074
4-6		\$ 890,254	\$ 876,117	\$ 899,270	\$ 932,079	\$ 969,762	\$ 1,004,911
7-8		\$ 566,525	\$ 555,766	\$ 572,262	\$ 593,141	\$ 646,508	\$ 669,941
9-12		\$ 44,727	\$ 16,812	\$ 36,144	\$ 46,828	\$ 53,594	\$ 60,585
Total, P-1 Apportionment, State Portion		\$ 2,607,580	\$ 2,535,354	\$ 2,624,950	\$ 2,730,086	\$ 2,845,332	\$ 2,953,511
In Lieu, P-1 Apportionment Calculation (For CY: P-1 ADA from ADA Forecast Used)		\$ 1,587,218	\$ 1,630,332	\$ 1,634,804	\$ 1,640,432	\$ 1,643,245	\$ 1,646,059
EPA, P-1 Apportionment Calculation		\$ 730,283	\$ 734,227	\$ 736,241	\$ 738,775	\$ 740,043	\$ 741,310
General Purpose Grade Level Expansion Apportionment Calculations							
% Apportioned in October		37%	37%	37%	37%	37%	37%
% Apportioned in January		18%	18%	18%	18%	18%	18%
New Grade Level Expansion GP Apportionment, October		\$ 4,023	\$ 809	\$ -	\$ -	\$ -	\$ -
New Grade Level Expansion GP Apportionment, January		\$ 8,051	\$ 1,626	\$ -	\$ -	\$ -	\$ -

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Enrollment	570	580	574	578	580	581	582
ADA	548.96	553.85	549.35	551.95	553.85	554.80	555.75
Income							
8011-8096 · Local Control Funding Formula Revenue							
8011 Local Control Funding Formula	1,700,959	1,877,297	1,797,561	1,888,709	1,991,311	2,105,289	2,212,202
8012 Education Protection Account	704,837	730,283	732,773	736,241	738,775	740,043	741,310
8096 In Lieu of Property Taxes	1,675,382	1,587,218	1,627,103	1,634,804	1,640,432	1,643,245	1,646,059
Total 8011-8096 · Local Control Funding Formula Revenue	4,081,178	4,194,798	4,157,437	4,259,754	4,370,518	4,488,577	4,599,571
8100-8299 · Other Federal Income							
Total 8100-8299 · Other Federal Income	-	-	-	-	-	-	-
8300-8599 · Other State Income							
8311 Special Ed - AB602	-	-	59,522	59,804	60,010	60,113	60,216
8520 Child Nutrition - State	-	-	-	-	-	-	-
8550 Mandate Block Grant	125,885	7,801	89,426	8,839	8,990	9,074	9,115
8560 State Lottery Revenue	102,879	104,678	106,516	107,078	107,447	107,631	107,816
8591 SB740	-	-	-	-	-	-	-
8599 All Other State Revenues	-	-	-	-	-	-	-
Total 8300-8599 · Other State Income	228,764	112,478	255,463	175,721	176,446	176,817	177,146
8600-8799 · Other Income-Local							
8634 Food Service Sales	-	-	-	-	-	-	-
8660 Interest / Dividend Income	3,028	-	3,403	-	-	-	-
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-
8670 In Kind Donation	-	-	-	-	-	-	-
8690 All Other Local Revenue	131,208	-	360	-	-	-	-
8698 Grants	-	-	-	-	-	-	-
8699 Fundraising	98,392	50,000	50,000	50,000	50,000	50,000	50,000
8792 Transfers of Apportionments - Special Ed	-	-	-	-	-	-	-
Total 8600-8799 · Other Income-Local	232,629	50,000	53,763	50,000	50,000	50,000	50,000
Prior Year Adjustments							
8019 Local Control Funding Formula - Prior Year	(98,205)	-	-	-	-	-	-
8999 Other Prior Year Adjustments	170,636	-	59,619	-	-	-	-
Total Prior Year Adjustments	72,431	-	59,619	-	-	-	-
TOTAL INCOME	4,615,002	4,357,276	4,526,282	4,485,476	4,596,964	4,715,394	4,826,717

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Expense							
1000 • Certificated Salaries							
1110 Teachers' Salaries	1,557,050	1,623,964	1,663,318	1,713,217	1,764,614	1,817,552	1,872,079
1120 Teachers' Hourly	-	-	-	-	-	-	-
1170 Teacher Salaries - Substitute	55,520	39,000	39,000	40,170	41,375	42,616	43,895
1175 Teachers' Salaries - Stipend/Extra Duty	10,250	14,000	15,000	15,450	15,914	16,391	16,883
1200 Certificated Pupil Support Salaries	-	21,600	21,600	22,248	22,915	23,603	24,311
1300 Certificated Supervisor and Administrator Salaries	128,661	132,521	132,521	135,000	135,000	135,000	135,000
1900 Other Certificated Salaries	-	-	-	-	-	-	-
Total 1000 • Certificated Salaries	1,751,481	1,831,085	1,871,439	1,926,085	1,979,818	2,035,162	2,092,167
2000 • Classified Salaries							
2100 Instructional Aide Salaries	53,979	122,428	47,297	48,715	50,177	51,682	53,233
2200 Classified Support Salaries (Maintenance, Food)	91,757	87,337	87,337	89,957	92,656	95,435	98,299
2300 Classified Supervisor and Administrator Salaries	128,661	132,521	132,521	135,000	135,000	135,000	135,000
2400 Clerical/Technical/Office Staff Salaries	217,757	226,423	227,558	234,385	241,417	248,659	256,119
2900 Other Classified Salaries (Supervision, After School)	37,753	31,156	30,806	31,730	32,682	33,662	34,672
Total 2000 • Classified Salaries	529,907	599,865	525,519	539,788	551,931	564,439	577,322
3000 • Employee Benefits							
3111 STRS - State Teachers Retirement System	209,368	273,259	270,049	313,567	358,941	388,716	399,604
3212 PERS - Public Employee Retirement System	65,230	93,159	81,613	97,702	114,802	134,337	143,753
3213 PARS - Public Agency Retirement System (RARE)	-	-	-	-	-	-	-
3311 OASDI - Social Security	36,313	33,310	32,582	33,467	34,220	34,995	35,794
3331 MED - Medicare	31,754	35,249	34,756	35,755	36,710	37,694	38,708
3401 H&W - Health & Welfare	234,772	248,562	267,381	262,578	290,694	302,562	313,368
3501 SUI - State Unemployment Insurance	1,095	1,215	1,198	1,233	1,266	1,300	1,335
3601 Workers' Compensation	51,049	57,323	42,229	59,680	63,725	68,050	72,675
3901 403B	-	-	-	-	-	-	-
3902 Other Benefits	48,966	-	-	-	-	-	-
Total 3000 • Employee Benefits	678,548	742,078	729,808	803,981	900,358	967,654	1,005,236
4000 • Supplies							
4110 Approved Textbooks and Core Curriculum Materials	56,581	15,500	15,500	15,965	16,444	16,937	17,445
4210 Books and Other Reference Materials	22,958	13,200	13,200	13,596	14,004	14,424	14,857

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	-1	0	0	1	2	3	4
	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
4310 Student Materials	40,661	86,627	86,627	80,403	80,715	81,037	81,368
4350 Office Supplies	6,766	7,143	7,143	7,193	7,218	7,230	7,243
4370 Custodial Supplies	11,617	15,000	13,000	13,390	13,792	14,205	14,632
4390 Other Supplies	21,174	22,196	22,196	22,351	22,428	22,467	22,506
4400 Non Capitalized Equipment	162,332	75,000	75,000	75,000	75,000	75,000	75,000
4700 Food and Food Supplies	-	-	-	-	-	-	-
Total 4000 · Supplies	322,088	234,666	232,666	227,898	229,601	231,301	233,050
5000 · Operating Services							
5200 Travel and Conferences	19,972	25,000	25,000	25,929	26,800	27,651	28,530
5300 Dues and Memberships	6,393	9,268	5,000	5,000	5,000	5,000	5,000
5450 General Insurance	25,192	26,403	26,440	27,423	28,343	29,244	30,173
5500 Operation and Housekeeping Services	97,928	99,630	101,574	105,350	108,886	112,346	115,916
5610 Rent - Facilities / Buildings / Space	33,493	36,332	36,332	37,682	38,947	40,185	41,461
5620 Equipment Lease	36,289	43,500	43,500	45,117	46,631	48,113	49,642
5630 Vendor Repairs	19,921	7,500	7,500	7,779	8,040	8,295	8,559
5812 Field Trips/Pupil Transportation	30,143	52,404	50,000	50,000	50,000	50,000	50,000
5820 Legal / Audit Fees	24,763	26,202	25,685	26,640	27,534	28,409	29,312
5830 Advertisement / Recruitment	2,104	2,167	2,167	2,232	2,299	2,368	2,439
5850 Non Instructional Consultants	43,810	39,229	34,229	35,493	36,680	37,843	39,043
5851 Instructional Consultants	180,332	259,038	225,004	242,308	252,119	258,188	264,267
5853 ExED	113,000	115,260	115,260	118,718	122,279	125,948	129,726
5860 Non Instructional Software and Subscriptions	-	-	5,000	5,186	5,360	5,530	5,706
5890 Other Fees / Bank Charges /Credit Card Fees	1,603	5,323	1,951	2,010	2,070	2,214	2,281
5891 Factoring Fees	-	-	-	-	-	-	-
5897 Fundraising Cost	203	213	211	219	226	233	241
5900 Communications	19,092	16,596	19,665	20,255	20,862	21,488	21,488
Total 5000 · Operating Services	654,238	764,064	724,518	757,341	782,078	803,057	823,784
6000 · Capital Outlay							
6900 Depreciation Expense	28,464	28,896	30,070	17,062	15,484	13,939	6,253
Total 6000 · Capital Outlay	28,464	28,896	30,070	17,062	15,484	13,939	6,253
7000 · Other Outgo							
7221 Transfers to District	-	-	-	-	-	-	-

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	-1	0	0	1	2	3	4
	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
7299 District Oversight Fee	40,812	41,948	41,574	42,598	43,705	44,886	45,996
7311 Indirect Costs	-	-	-	-	-	-	-
7438 Debt Service - Interest	-	-	-	-	-	-	-
Total 7000 · Other Outgo	40,812	41,948	41,574	42,598	43,705	44,886	45,996
TOTAL EXPENSE	4,005,537	4,242,601	4,155,594	4,314,752	4,502,975	4,660,438	4,783,808
NET INCOME	609,465	114,675	370,688	170,724	93,990	54,956	42,909
Beginning Cash Balance	3,936,982	4,338,338	4,607,800	4,911,465	5,090,605	5,189,868	5,261,719
Cash Flow from Operating Activities							
Net Income	609,465	114,675	370,688	170,724	93,990	54,956	42,909
Change in Accounts Receivable							
Prior Year Accounts Receivable	480,081	478,893	588,825	447,396	408,075	418,387	415,401
Current Year Accounts Receivable	(596,825)	(403,275)	(447,396)	(408,075)	(418,387)	(415,401)	(438,749)
Change in Due from	(22)	-	-	-	-	-	-
Change in Accounts Payable	131,087	(30,592)	(218,594)	(40,188)	-	-	-
Change in Due to	18,127	3,509	(9,480)	(7,780)	101	(31)	233
Change in Accrued Vacation	48,966	-	-	-	-	-	-
Change in Payroll Liabilities	251	-	1,113	-	-	-	-
Change in Prepaid Expenditures	(15,648)	-	(9,524)	-	-	-	-
Change in Deposits	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-
Depreciation Expense	28,464	28,896	30,070	17,062	15,484	13,939	6,253
Cash Flow from Investing Activities							
Capital Expenditures	(33,129)	-	(2,037)	-	-	-	-
Cash Flow from Financing Activities							
Source - Sale of Receivables	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-
Ending Cash Balance	4,607,800	4,530,444	4,911,465	5,090,605	5,189,868	5,261,719	5,287,765
Month with Lowest Ending Cash Balance	Sep: \$3,750,963	Sep: \$4,453,45€	Jul: \$4,679,653	Sep: \$4,916,826	Sep: \$5,075,981	Sep: \$5,164,445	Sep: \$5,216,100
5% Reserve Goal	200,277	212,130	207,780	215,738	225,149	233,022	239,190

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Detail

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	-1	0	0	1	2	3	4
	2016-17	2017-18 Budget - Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22

Net Income as a Percent of Expenses	15.2%	2.7%	8.9%	4.0%	2.1%	1.2%	0.9%
Ending Cash as a Percent of Expenses	115.0%	106.8%	118.2%	118.0%	115.3%	112.9%	110.5%

	ADA	57.30	57.30	57.30	57.30	57.30	63.03	63.03
9	# of classes	0	1	1	1	1	1	1
	Class size	0	3	1	2	3	3	3
	Total Enrollment	0	3	1	2	3	3	3
	Attendance Rate	95%	95%	95%	95%	95%	95%	95%
	ADA	0.00	2.85	0.95	1.90	2.85	2.85	2.85
10	# of classes	0	1	1	1	1	1	1
	Class size	0	3	1	2	2	3	3
	Total Enrollment	0	3	1	2	3	3	3
	Attendance Rate	95%	95%	95%	95%	95%	95%	95%
	ADA	0.00	2.85	0.95	1.90	2.85	2.85	2.85
11	# of classes	0	1	1	1	1	1	1
	Class size	0	3	2	2	2	3	3
	Total Enrollment	0	3	2	2	2	3	3
	Attendance Rate	95%	95%	95%	95%	95%	95%	95%
	ADA	0.00	2.85	1.90	1.90	1.90	2.85	2.85
12	# of classes	0	1	1	1	1	1	1
	Class size	0	1	0	2	2	2	3
	Total Enrollment	0	1	0	2	2	2	3
	Attendance Rate	95%	95%	95%	95%	95%	95%	95%
	ADA	0.00	0.95	0.00	1.90	1.90	1.90	2.85
# of classroom teachers		22	26	26	26	26	27	27
				4	8	10	11	12

Summary by Grade Span	2016-17	2017-18 Budget - Approved	2017-18 Trend	2018-19	2019-20	2020-21	2021-22
Total Enrollment, TK - 3	246	246	246	246	246	240	240
Average Attendance Rate, TK - 3	96%	96%	96%	96%	96%	96%	96%
Total ADA, TK - 3	234.93	234.93	234.93	234.93	234.93	229.20	229.20
Total Enrollment, 4 - 6	198	198	198	198	198	198	198
Average Attendance Rate, 4 - 6	96%	96%	96%	96%	96%	96%	96%
Total ADA, 4 - 6	189.09	189.09	189.09	189.09	189.09	189.09	189.09
Total Enrollment, 7 - 8	126	126	126	126	126	132	132
Average Attendance Rate, 7 - 8	96%	96%	96%	96%	96%	96%	96%
Total ADA, 7 - 8	120.33	120.33	120.33	120.33	120.33	126.06	126.06
Total Enrollment, 9 - 12	0	10	4	8	10	11	12
Average Attendance Rate, 9 - 12	0%	95%	95%	95%	95%	95%	95%
Total ADA, 9 - 12	0.00	9.50	3.80	7.60	9.50	10.45	11.40
Grand Total, Enrollment	570	580	574	578	580	581	582
Grand Total, ADA	544.35	553.85	548.15	551.95	553.85	554.80	555.75

Enrollment Summary	2017-18						
	Trend			2018-19	2019-20	2020-21	2021-22
Year of Operation	10	11	11	12	13	14	15
Enrollment	570	580	574	578	580	581	582
TK	0	0	0	0	0	0	0
K	60	60	60	60	60	60	60
1	60	60	60	60	60	60	60
2	60	60	60	60	60	60	60
3	66	66	66	66	66	60	60
4	66	66	66	66	66	66	66
5	66	66	66	66	66	66	66
6	66	66	66	66	66	66	66
7	66	66	66	66	66	66	66
8	60	60	60	60	60	66	66

9	0	3	1	2	3	3	3
10	0	3	1	2	3	3	3
11	0	3	2	2	2	3	3
12	0	1	0	2	2	2	3
% Enrollment Growth		1.8%	0.7%	0.7%	0.3%	0.2%	0.2%
Grade Level Expansion?		Y	Y	Y	N	N	N

Prior Year Highest Grade Level ADA 57.3 1.9 1.9 1.9 1.9

Grade Level Expansion ADA Calculation		2017-18					2017-18 Actual PENSEC	2017-18 Actual 20-Day
		Trend	2018-19	2019-20	2020-21	2021-22		
TK	0	0	0	0	0	0	0	
K	0	0	0	0	0	0	0	
1	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	
9	2.85	0.95	0	0	0	0.95	0.95	
10	2.85	0.95	0	0	0	0.95	0.95	
11	2.85	1.9	0	0	0	1.9	1.9	
12	0.95	0	1.9	0	0	0	0	
Total	9.5	3.8	1.9	0	0	3.8	3.8	

2017-18 Actual PENSEC	2017-18 Actual 20-Day
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0.95	0.95
0.95	0.95
1.9	1.9
0	0
3.8	3.8

CALPADS Data (or if Year 1, enter estimated population percents in PY column)	2014-15	2015-16	2016-17	2017-18 Budget - Approved	2017-18 Fall 1	2018-19	2019-20	2020-21	2021-22
Enrollment	573	569	569	580	574	578	580	581	582
FRPM, All Students									
# of Free Lunch Eligible Students	26	17	25	25	25	25	25	26	26
% Free Lunch Eligible Students	5%	3%	4%	4%	4%	4%	4%	4%	4%
# of Reduced Price Lunch Eligible Students	27	18	25	25	25	25	25	26	26
% Reduced Price Lunch Eligible Students	5%	3%	4%	4%	4%	4%	4%	4%	4%
FRPM, 5-17 Yrs. Old									
# of Free Lunch Eligible Students - 5 - 17 Yrs. Old	26	17	25	25	25	25	25	26	26
% Free Lunch Eligible Students - 5 - 17 Yrs. Old	5%	3%	4%	4%	4%	4%	4%	4%	4%
# of Reduced Price Lunch Eligible Students - 5 - 17 Yrs. Old	27	18	25	25	25	25	25	26	26
% Reduced Price Lunch Eligible Students - 5 - 17 Yrs. Old	5%	3%	4%	4%	4%	4%	4%	4%	4%
EL & Immigrant Students									
# of English Language Learner Students	10	11	12	12	12	12	12	12	12
% English Language Learner Students	2%	2%	2%	2%	2%	2%	2%	2%	2%
# of Immigrant Students	0	0	0	0	0	0	0	0	0
% Immigrant Students	0%	0%	0%	0%	0%	0%	0%	0%	0%
Foster Youth									
# of Foster Youth	0	0	0	0	0	0	0	0	0
% Foster Youth	0%	0%	0%	0%	0%	0%	0%	0%	0%
High Need Unduplicated Student Count									
Unduplicated Count of FRPM, EL, and Foster Youth	53	43	59	51	50	51	51	51	51
% Unduplicated FRPM, EL, and Foster Youth	9%	8%	10%	9%	9%	9%	9%	9%	9%
3-Year UPP Average			8.77%	8.91%	8.88%	9.30%	8.78%	8.80%	8.78%

Choose Unduplicated Count Calculation:

- 1 - Max FRPM or EL
- 2 - Prior year's % Unduplicated applied to following year's enrollment

2017-18 Fall 1 Based On: Preliminary Estimate

1

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Schedule D - Expense

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Object & Title	Description	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
4110: Approved Textbooks and Core Curriculum Materials	everyday math	11,000	11,330	11,670	12,020	12,381
	handwriting w/o tears	4,500	4,635	4,774	4,917	5,065
4110: Approved Textbooks and Core Curriculum Materials Total		15,500	15,965	16,444	16,937	17,445
4210: Books and Other Reference Materials	Preliminary Estimate		-	-	-	-
	TEACHER BUDGETS	8,800	9,064	9,336	9,616	9,904
	PROFESSIONAL DEVELOPMENT	4,400	4,532	4,668	4,808	4,952
4210: Books and Other Reference Materials Total		13,200	13,596	14,004	14,424	14,857
4310: Student Materials	Preliminary Estimate	76,527	70,000	70,000	70,000	70,000
	Active Classroom - History Online Subscription	1,000	1,030	1,061	1,093	1,126
	Jupiter	600	618	637	656	675
	Zingy	2,000	2,060	2,122	2,185	2,251
	Rand McNally	1,000	1,030	1,061	1,093	1,126
	IXL	2,500	2,575	2,652	2,732	2,814
	Brainpop/Brainpop Jr	3,000	3,090	3,183	3,278	3,377
4310: Student Materials Total		86,627	80,403	80,715	81,037	81,368
4350: Office Supplies	Preliminary Estimate	7,143	7,193	7,218	7,230	7,243
4350: Office Supplies Total		7,143	7,193	7,218	7,230	7,243
4370: Custodial Supplies	Preliminary Estimate	13,000	13,390	13,792	14,205	14,632
4370: Custodial Supplies Total		13,000	13,390	13,792	14,205	14,632
4390: Other Supplies	Preliminary Estimate	22,196	22,351	22,428	22,467	22,506
4390: Other Supplies Total		22,196	22,351	22,428	22,467	22,506
4400: Non Capitalized Equipment	Preliminary Estimate	75,000	75,000	75,000	75,000	75,000
4400: Non Capitalized Equipment Total		75,000	75,000	75,000	75,000	75,000
5200: Travel and Conferences	Preliminary Estimate	25,000	25,929	26,800	27,651	28,530
5200: Travel and Conferences Total		25,000	25,929	26,800	27,651	28,530
5300: Dues and Memberships	Preliminary Estimate	5,000	5,000	5,000	5,000	5,000
5300: Dues and Memberships Total		5,000	5,000	5,000	5,000	5,000
5450: General Insurance	VCOE PROPERTY PREMIUM	26,025	26,993	27,899	28,785	29,700
	VCOE LIABILITY PREMIUM	415	430	445	459	474

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Schedule D - Expense

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Object & Title	Description	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
5450: General Insurance Total		26,440	27,423	28,343	29,244	30,173
5500: Operation and Housekeeping Services	Preliminary Estimate	101,574	105,350	108,886	112,346	115,916
5500: Operation and Housekeeping Services Total		101,574	105,350	108,886	112,346	115,916
5610: Rent - Facilities / Buildings / Space	Preliminary Estimate	36,332	37,682	38,947	40,185	41,461
5610: Rent - Facilities / Buildings / Space Total		36,332	37,682	38,947	40,185	41,461
5620: Equipment Lease	Preliminary Estimate	43,500	45,117	46,631	48,113	49,642
5620: Equipment Lease Total		43,500	45,117	46,631	48,113	49,642
5630: Vendor Repairs	Preliminary Estimate	7,500	7,779	8,040	8,295	8,559
5630: Vendor Repairs Total		7,500	7,779	8,040	8,295	8,559
5812: Field Trips/Pupil Transportation	Preliminary Estimate	50,000	50,000	50,000	50,000	50,000
5812: Field Trips/Pupil Transportation Total		50,000	50,000	50,000	50,000	50,000
5820: Legal / Audit Fees	Preliminary Estimate	25,685	26,640	27,534	28,409	29,312
5820: Legal / Audit Fees Total		25,685	26,640	27,534	28,409	29,312
5830: Advertisement / Recruitment	Preliminary Estimate	2,167	2,232	2,299	2,368	2,439
5830: Advertisement / Recruitment Total		2,167	2,232	2,299	2,368	2,439
5850: Non Instructional Consultants	Preliminary Estimate	33,029	34,257	35,407	36,532	37,692
	landscaping	1,200	1,236	1,273	1,311	1,351
5850: Non Instructional Consultants Total		34,229	35,493	36,680	37,843	39,043
5851: Instructional Consultants	Preliminary Estimate	200,000	202,000	204,000	206,000	208,000
	empire therapeutic	10,000	10,300	10,609	10,927	11,255
	Connections Eduacation	15,004	30,008	37,510	41,261	45,012
5851: Instructional Consultants Total		225,004	242,308	252,119	258,188	264,267
5853: ExED	Preliminary Estimate	115,260	118,718	122,279	125,948	129,726
5853: ExED Total		115,260	118,718	122,279	125,948	129,726
5890: Other Fees / Bank Charges /Credit Card Fees	Preliminary Estimate	1,951	2,010	2,070	2,214	2,281
5890: Other Fees / Bank Charges /Credit Card Fees Total		1,951	2,010	2,070	2,214	2,281

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Schedule D - Expense

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Object & Title	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
5897: Fundraising Cost	211	219	226	233	241
5897: Fundraising Cost Total	211	219	226	233	241
5900: Communications	19,665	20,255	20,862	21,488	21,488
5900: Communications Total	19,665	20,255	20,862	21,488	21,488
5860: Non Instructional Software and Subscriptions	5,000	5,186	5,360	5,530	5,706
5860: Non Instructional Software and Subscriptions Total	5,000	5,186	5,360	5,530	5,706
Grand Total	957,184	985,239	1,011,678	1,034,357	1,056,834

CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION
Schedule A - Revenue, Part 2, Other Revenue Assumptions
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		Income Tracker		114,675	355,402	170,724	93,990	54,956	42,909
		Ending Cash Tracker		4,530,444	4,904,179	5,090,605	5,189,868	5,261,719	5,287,765
		2016-17	2017-18 Budget - Approved	2017-18 Trend	2018-19	2019-20	2020-21	2021-22	
ADA									
P1 ADA									
TK-3			553.85	550.44	551.95	553.85	554.80	555.75	
4-6			234.93	235.92	234.93	234.93	229.20	229.20	
7-8			189.09	190.21	189.09	189.09	189.09	189.09	
9-12			120.33	120.66	120.33	120.33	126.06	126.06	
			9.50	3.65	7.60	9.50	10.45	11.40	
P2 ADA									
TK-3	548.96		553.85	549.35	551.95	553.85	554.80	555.75	
4-6			234.93	235.45	234.93	234.93	229.20	229.20	
7-8			189.09	189.68	189.09	189.09	189.09	189.09	
9-12			120.33	120.50	120.33	120.33	126.06	126.06	
			9.50	3.72	7.60	9.50	10.45	11.40	
			-						
Annual ADA									
TK-3			553.85	549.05	551.95	553.85	554.80	555.75	
4-6			234.93	235.32	234.93	234.93	229.20	229.20	
7-8			189.09	189.53	189.09	189.09	189.09	189.09	
9-12			120.33	120.46	120.33	120.33	126.06	126.06	
			9.50	3.74	7.60	9.50	10.45	11.40	
Demographics									
Free #	25.0		25	25	25	25	26	26	
Reduced #	25.0		25	25	25	25	26	26	
Total Free and Reduced #	50		51	50	51	51	51	51	
Free # - 5 - 17 yr olds	25		25	25	25	25	26	26	
Reduced # - 5 - 17 yr olds	25		25	25	25	25	26	26	
Total Free and Reduced # - 5 - 17 yr olds	50		51	50	51	51	51	51	
English Language Learners #	12		12	12	12	12	12	12	
Immigrant Student #	0		0	0	0	0	0	0	
Rates*									
Government COLA Increase for Revenue (per SSC Dartboard)	0.00%	\$ 0	1.56%	2.15%	2.35%	2.57%	2.00%		
Special Education - SELPA PATH REMODEL	\$ 566.76	\$ 108.35	\$ 108.35	\$ 108.35	\$ 108.35	\$ 108.35	\$ 108.35	\$ 108.35	
State Lottery - Base (Non-Prop 20)	\$ 144.00	\$ 144.00	\$ 146.00	\$ 146.00	\$ 146.00	\$ 146.00	\$ 146.00	\$ 146.00	
State Lottery - Prop 20	\$ 45.00	\$ 45.00	\$ 48.00	\$ 48.00	\$ 48.00	\$ 48.00	\$ 48.00	\$ 48.00	
Mandate Reimbursement Block Grant, K-8	\$ 14.21	\$ 14.21	\$ 15.90	\$ 15.90	\$ 15.90	\$ 15.90	\$ 15.90	\$ 15.90	
Mandate Reimbursement Block Grant, 9-12	\$ 42.00	\$ 42.00	\$ 44.04	\$ 44.04	\$ 44.04	\$ 44.04	\$ 44.04	\$ 44.04	
One Time Funding (Mandate Backlog Offset)	\$ 214.00	\$ -	\$ 147	\$ -	\$ -	\$ -	\$ -	\$ -	
State Funding									
AB 602		\$ -	\$ 59,522	\$ 59,804	\$ 60,010	\$ 60,113	\$ 60,216		
AB 602, Advance Apportionment Calculation (Prior Year P-2 ADA, unless Y1)		\$ -	\$ 59,480	\$ 59,522	\$ 59,804	\$ 60,010	\$ 60,113	\$ 60,113	
AB 602, P-1 Apportionment Calculation		\$ -	\$ 59,640	\$ 59,804	\$ 60,010	\$ 60,113	\$ 60,216		
Mandate Funds									
Mandate Reimbursement Block Grant		\$ 7,801	\$ 8,728	\$ 8,839	\$ 8,990	\$ 9,074	\$ 9,115		
Mandate Offset One Time Funds		\$ -	\$ 80,697						
Mandate Reimbursement Block Grant		\$ 7,801	\$ 89,426	\$ 8,839	\$ 8,990	\$ 9,074	\$ 9,115		
Lottery									
Non-Prop 20 (Unrestricted)		\$ 79,754	\$ 80,161	\$ 80,585	\$ 80,862	\$ 81,001	\$ 81,140		
Prop 20 (To be used for student materials)		\$ 24,923	\$ 26,354	\$ 26,494	\$ 26,585	\$ 26,630	\$ 26,676		
Total Lottery		\$ 104,678	\$ 106,516	\$ 107,078	\$ 107,447	\$ 107,631	\$ 107,816		

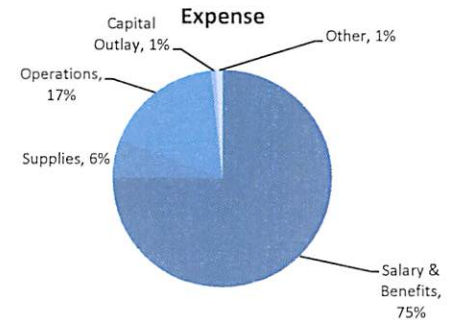
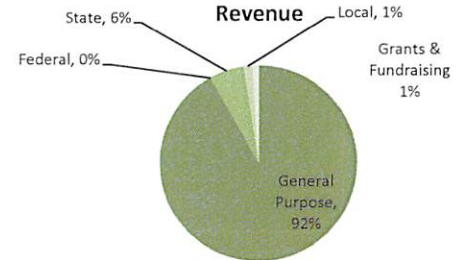
CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION

Five Year Budget Summary

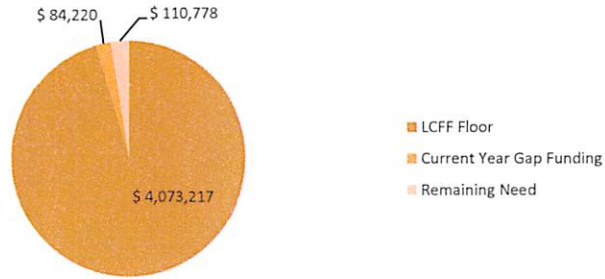
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	2016-17	2017-18 Budget Approved	2017-18 Forecast	2018-19	2019-20	2020-21	2021-22
Total Enrollment	570	580	574	578	580	581	582
ADA	548.96	554	549.35	551.95	553.85	554.80	555.75
% Free and Reduced	9%	0	9%	9%	9%	9%	9%
% English Language Learners	2%	0	2%	2%	2%	2%	2%
% Unduplicated Low Income, EL, Foster Youth	10%	0	9%	9%	9%	9%	9%
# of Teachers	22	22	27	27	27	27	27
INCOME							
8011-8096 - Local Control Funding Formula Revenue	4,081,178	4,194,798	4,157,437	4,259,754	4,370,518	4,488,577	4,599,571
8100-8299 - Other Federal Income	-	-	-	-	-	-	-
8300-8599 - Other State Income	228,764	112,478	255,463	175,721	176,446	176,817	177,146
8600-8799 - Other Income-Local	134,237	-	3,763	-	-	-	-
Grants/Fundraising	98,392	50,000	50,000	50,000	50,000	50,000	50,000
8999 - Other Prior Year Adjustments	72,431	-	59,619	-	-	-	-
TOTAL INCOME	4,615,002	4,357,276	4,526,282	4,485,476	4,596,964	4,715,394	4,826,717
EXPENSE							
1000 - Certificated Salaries	1,751,481	1,831,085	1,871,439	1,926,085	1,979,818	2,035,162	2,092,167
2000 - Classified Salaries	529,907	599,865	525,519	539,788	551,931	564,439	577,322
3000 - Employee Benefits	678,548	742,078	729,808	803,981	900,358	967,654	1,005,236
4000 - Supplies	322,088	234,666	232,666	227,898	229,601	231,301	233,050
5000 - Operating Services	654,238	764,064	724,518	757,341	782,078	803,057	823,784
6000 - Capital Outlay	28,464	28,896	30,070	17,062	15,484	13,939	6,253
7000 - Other Outgo	40,812	41,948	41,574	42,598	43,705	44,886	45,996
TOTAL EXPENSE	4,005,537	4,242,601	4,155,594	4,314,752	4,502,975	4,660,438	4,783,808
NET INCOME	609,465	114,675	370,688	170,724	93,990	54,956	42,909
Ending Cash Balance	4,607,800	4,530,444	4,911,465	5,090,605	5,189,868	5,261,719	5,287,765
Month with Lowest Ending Cash Balance	Sep: \$3,750,963	Sep: \$4,453,4	Jul: \$4,679,653	Sep: \$4,916,826	Sep: \$5,075,981	Sep: \$5,164,445	Sep: \$5,216,100
5% Reserve Goal	200,277	212,130	207,780	215,738	225,149	233,022	239,190
Net Income as a Percentage of Expenses	15.2%	2.7%	8.9%	4.0%	2.1%	1.2%	0.9%
Ending Cash as a Percentage of Expenses	115.0%	106.8%	118.2%	118.0%	115.3%	112.9%	110.5%
Ending Debt Balance	-	-	-	-	-	-	-
Per Pupil Revenue	8,096	7,513	7,886	7,760	7,926	8,116	8,293
Per Pupil Revenue without Grants/Fundraising	7,924	7,426	7,798	7,674	7,840	8,030	8,207
Per Pupil Expense	7,027	7,315	7,240	7,465	7,764	8,021	8,220

2017-18 Revenue and Expense By Category



LCFF Target vs. LCFF Actual



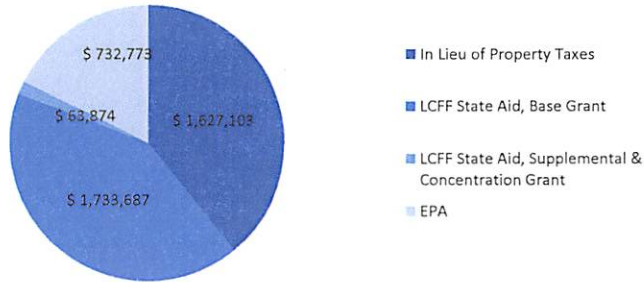
2017-18	K-3	4-6	7-8	9-12
LCFF Target Rates*	8,082	7,431	7,652	9,098
Current Year Average Rate**	7,568	7,568	7,568	7,568

*Reflects school's grade level funding rates if LCFF were fully implemented today.

Full implementation of LCFF is not anticipated until 2020.

**Reflects average rate in the current year across all grade levels served by the school.

LCFF Funding Sources



The Local Control Funding Formula Revenue includes funds from the Education Protection Account created by the passage of Proposition 30 in November 2012. 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.