

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

**Introduction:**

**LEA:** Camarillo Academy of Progressive Education (CAPE) CDS Code: 56-72546 0115105

**Contact:** Doreen learned, Director of Operations, doreen.learned@cape.k12.ca.us Tel. 805-384-1415

**LCAP Year:** 2014-2015

***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

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

### **State Priorities**

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

#### A. Conditions of Learning:

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

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

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

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

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

#### B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

### **Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process  | Impact on LCAP  |
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| <p><b>February 14:</b> A first draft of the LCAP was written using a) goals already developed by parents, teachers and our authorizing district in our charter document, b) goals written by teachers as part of the Western Association of Schools and Colleges accreditation process and 3) goals related to priorities required by the state of California.</p> | <p>The first draft included previous input from parents, teachers and authorizing district.</p>   |
| <p><b>February 18:</b> Teachers reviewed the first draft and provided input at a staff meeting. They provided additional input during a four-week period following the meeting.</p>  | <p>Specific outcomes for low-achieving and high-achieving students were changed to reflect specific focus areas of concern rather than overall grade increases.</p> <p>Percentages of English-language learners who become proficient in English after a year of instruction were lowered to mitigate possible stress on teachers and students to meet the higher goals. (This was also changed in response to parental input.)</p> <p>A handful of other goals were changed only slightly, to reflect teachers’ needs and realities.</p> |

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| <p><b>February 27:</b> Two e-mails and one flyer went home announcing a parent meeting to discuss the goals and action items. 10 parents attended the meeting on February 27. CAPE has no significant subgroups, therefore, outreach to specific groups was not warranted.</p>   | <p>The meeting was run by a volunteer parent. Parents were given an overview of the Local Control Funding Formula and the need for the LCAP.</p> <p>The goals and action items were reviewed one-by-one. An action item was added to better prepare and support parents working in the classrooms with students.</p>   |
| <p><b>March 11:</b> A 34-question survey was developed and posted listing items in the LCAP. Parents were asked to strongly agree, agree, disagree or strongly disagree with each item. Ample room was given after each goal for comments. The survey was posted online. On March 11 and March 18, an announcement went out with a hyperlink to the survey. CAPE has no significant subgroups, therefore, outreach to specific groups was not warranted.</p> <p>105 parents, representing 32% of CAPE families, responded to the survey.</p> | <p>Percentages of English-language learners who become proficient in English after a year of instruction were lowered to mitigate possible stress on teachers and students to meet the higher goals. (This was also changed in response to teachers' input.)</p> <p>The percentage of technology used in the classrooms was lowered slightly in response to concerns from parents about the effect of too much technology in the classrooms.</p> <p>Outcomes for report cards were re-worded to reflect adequate mastery of skills rather than grade-based averages, to remain consistent with our philosophy of focusing on what has been learned rather than what grade has been assigned.</p> <p>A handful of other goals were changed only slightly, to reflect parents' observations and suggestions.</p> |
| <p><b>April 28:</b> The LCAP was discussed at a board meeting. One parent spoke at the board meeting.</p>  | <p>The technology goal was changed to 1) address the different needs of children at different grade levels, 2) add the distinction that students will be producers of end-products using technology, not consumers of technology, and 3) replace the percentages of teachers using technology with amount of time students use technology in the different grade levels.</p> <p>Field trips were added as an action item.</p>  |

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|  | The specific number of sessions offered for Junior Great Books was left more open-ended to allow for more discussion about the number of sessions to be offered. |
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**Section 2: Goals and Progress Indicators**

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

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

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



| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals               |   |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) |                    |                    | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, <u>all</u> priorities in statute <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.) |
|--|---------------------|---|--|-------------------------------------|--|--------------------|--------------------|---|
|  | Description of Goal | Applicable Pupil Subgroup(s)*<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | Year 1:<br>2014-15   | Year 2:<br>2015-16 | Year 3:<br>2016-17 |   |
|  |                     |   |  |                                     |  |                    |                    |   |

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

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| <p>In order to become responsible lifelong learners, students need to be inspired by their own curiosity and intrinsically rewarded by their accomplishments through project-based learning.</p> <p><u>Metrics:</u> report cards, attendance rates, chronic absenteeism rates, suspension rates and middle school drop-out rates.</p> | <p><b>Goal One: Students will discover the joy of learning and retain what they have learned through project-based learning, resulting in students being self-motivated and engaged in their own education.</b></p> | <p>AI</p> | <p>All</p> | <p>N/A</p> | <p>Report card outcomes will indicate that, on average, students are mastering the skills required at their grade levels.</p> | <p>Report card outcomes will indicate that, on average, students are mastering the skills required at their grade levels.</p> | <p>Report card outcomes will indicate that, on average, students are mastering the skills required at their grade levels.</p> | <p>Priorities 1, 2, 4, 7 &amp; 8</p> |
|   |   |           |            |            | <p>CAPE will meet or exceed a 96% attendance rate.</p>  | <p>CAPE will meet or exceed a 96% attendance rate.</p>  | <p>CAPE will meet or exceed a 96% attendance rate.</p>  | <p>Priority 5</p>                    |
|   |   |           |            |            | <p>Less than 15% of students will be chronically absent.</p>  | <p>Less than 10% of students will be chronically absent.</p>  | <p>Less than 5% of students will be chronically absent.</p>   | <p>Priority 5</p>                    |
|   |   |           |            |            | <p>Suspension and expulsion rates will be minimal (under 15 per year).</p>  | <p>Suspension and expulsion rates will be minimal (under 10 per year).</p>  | <p>Suspension and expulsion rates will be minimal (under 8 per year).</p>   | <p>Priority 6</p>                    |
|   |   |           |            |            | <p>The drop-out rate among middle school students will be zero.</p>   | <p>The drop-out rate among middle school students will be zero.</p>   | <p>The drop-out rate among middle school students will be zero.</p>   | <p>Priority 5</p>                    |

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| <p>Students need to be engaged in a diverse education covering a variety of intelligences, taking into account the whole child and his or her background, abilities and interests.</p> <p><u>Metrics:</u> report cards, teacher assessments, parent feedback, CLDT tests</p> | <p><b>Goal Two: 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 education 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</b></p> | <p>all, inclusive of students with learning disabilities and students who are English-language learners</p> | <p>All</p> | <p>N/A</p> | <p>Report card outcomes will indicate that, on average, students are mastering the skills required at their grade levels.</p>   | <p>Report card outcomes will indicate that, on average, students are mastering the skills required at their grade levels.</p>   | <p>Report card outcomes will indicate that, on average, students are mastering the skills required at their grade levels.</p>   | <p>Priorities 1, 2, 4, 7 &amp; 8</p> |
|  |  |   |            |            | <p>A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.</p>   | <p>A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.</p>   | <p>A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.</p>   | <p>Priorities 1, 2, 4, 7 &amp; 8</p> |
|  |  |   |            |            | <p>A majority of high-performing students will excel to their potential in their focus areas of accelerated aptitude.</p>   | <p>A majority of high-performing students will excel to their potential in their focus areas of accelerated aptitude.</p>   | <p>A majority of high-performing students will excel to their potential in their focus areas of accelerated aptitude.</p>   | <p>Priorities 1, 2, 4, 7 &amp; 8</p> |
|  |  |   |            |            | <p>70% of English-language learners who have completed one year of instruction will be reclassified based on California English Language Development Test and students', teachers' and parents' observations.</p> | <p>75% of English-language learners who have completed one year of instruction will be reclassified based on California English Language Development Test and students', teachers' and parents' observations.</p> | <p>80% of English-language learners who have completed one year of instruction will be reclassified based on California English Language Development Test and students', teachers' and parents' observations.</p> | <p>Priorities 1, 2, 4, 7 &amp; 8</p> |

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|  |  |  |  | 90% of students and parents will feel confident that the report cards reflect accurate assessments of students' skill levels, based on responses from parents and students to report cards. | 93% of students and parents will feel confident that the report cards reflect accurate assessments of students' skill levels, based on responses from parents and students to report cards. | 95% of students and parents will feel confident that the report cards reflect accurate assessments of students' skill levels, based on responses from parents and students to report cards. | Priority 8 |
|  |  |  |  | 100% of students will graduate with a well-rounded education that includes music, physical education, arts and other subjects related to their enrichment as lifelong learners.             | 100% of students will graduate with a well-rounded education that includes music, physical education, arts and other subjects related to their enrichment as lifelong learners.             | 100% of students will graduate with a well-rounded education that includes music, physical education, arts and other subjects related to their enrichment as lifelong learners.             | Priority 7 |

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| <p>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 own education goals today and in their professional goals in the future.<br/>Metrics: API scores†, reports from teachers on technology activities</p> | <p><b>Goal Three: CAPE will meet its API growth targets to prepare its students to be competitive in high school and beyond, and students will use technology to create end-products that support their learning.</b></p> | <p>All</p> | <p>All</p> | <p>N/A</p> | <p>CAPE will use the average API scores for reporting purposes. No measurements at this time.</p>                                | <p>CAPE will use the average API scores for reporting purposes. No measurements at this time.</p>                                | <p>CAPE will use the average API scores for reporting purposes. No measurements at this time.</p>                                | <p>Priority 4</p>     |
|  |   |            |            |            | <p>K-3 students will use technology to produce end-products related to their learning at least once a month.</p>                 | <p>K-3 students will use technology to produce end-products related to their learning at least twice a month.</p>                | <p>K-3 students will use technology to produce end-products related to their learning at least twice a month.</p>                | <p>Local Priority</p> |
|  |   |            |            |            | <p>Fourth and fifth graders will use technology to produce end-products related to their learning at least twice a week.</p>     | <p>Fourth and fifth graders will use technology to produce end-products related to their learning at least twice a week.</p>     | <p>Fourth and fifth graders will use technology to produce end-products related to their learning at least twice a week.</p>     | <p>Local Priority</p> |
|  |   |            |            |            | <p>Sixth through eighth graders will use technology to produce end-products related to their learning at least twice a week.</p> | <p>Sixth through eighth graders will use technology to produce end-products related to their learning at least twice a week.</p> | <p>Sixth through eighth graders will use technology to produce end-products related to their learning at least twice a week.</p> | <p>Local Priority</p> |

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

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| <p>For best learning to occur, students must feel safe both physically and emotionally, and they must be seen as partners in learning, along with parents, community members, teachers and classified staff.<br/><u>Metrics:</u> Facility Inspection Tool, Record of volunteer hours, PTSO attendance and fundraising, chatter time attendance, board meeting attendance, teacher retention rates, student, parent and teacher surveys</p> | <p><b>Goal Four: In addition to facilities being safe and secure, students will also feel emotionally safe within the larger community that encourages collaboration, open communication and support that involves teachers, parents, community members and classified staff as partners.</b></p> | All | All | N/A | CAPE will be 100% compliant with all items on the Facility Inspection Tool.                                 | CAPE will be 100% compliant with all items on the Facility Inspection Tool.                                 | CAPE will be 100% compliant with all items on the Facility Inspection Tool.                                 | Priority 1 |
|  |   |     |     |     | Students' families will average 34 hours of volunteer time for the year.                                    | Students' families will average 37 hours of volunteer time for the year.                                    | Students' families will average 40 hours of volunteer time for the year.                                    | Priority 3 |
|  |   |     |     |     | 10 PTSO meetings will be held with an average attendance of 20, and funds raised will increase by 5%.       | 10 PTSO meetings will be held with an average attendance of 30, and funds raised will increase by 5%.       | 10 PTSO meetings will be held with an average attendance of 40, and funds raised will increase by 5%.       | Priority 3 |
|  |   |     |     |     | One chatter time meeting will be held each month. Average attendance, excluding administration, will be 15. | One chatter time meeting will be held each month. Average attendance, excluding administration, will be 25. | One chatter time meeting will be held each month. Average attendance, excluding administration, will be 35. | Priority 3 |
|  |   |     |     |     | Average attendance at board meetings, excluding board members, will be 15.                                  | Average attendance at board meetings, excluding board members, will be 20.                                  | Average attendance, excluding board members, will be 30.  | Priority 3 |

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|  |  |  |  | CAPE will achieve a 90% or higher teacher retention percentage.                                   | CAPE will achieve a 95% or higher teacher retention percentage.                                   | CAPE will achieve a 95% or higher teacher retention percentage.                                   | Priorities 1 & 6 |
|  |  |  |  | An average of 80% of students will feel that bullying is not an issue at CAPE.                    | An average of 90% of students will feel that bullying is not an issue at CAPE.                    | An average of 95% - 100% of students will feel that bullying is not an issue at CAPE.             | Priority 6       |
|  |  |  |  | 85% of CAPE staff and faculty feel satisfied with their employment at CAPE.                       | 90% of CAPE staff and faculty feel satisfied with their employment at CAPE.                       | 90% or higher of the CAPE staff and faculty feel satisfied with their employment at CAPE.         | Priority 6       |
|  |  |  |  | 70% of parents will feel "satisfied" or "very satisfied" on an annual parent satisfaction survey. | 75% of parents will feel "satisfied" or "very satisfied" on an annual parent satisfaction survey. | 85% of parents will feel "satisfied" or "very satisfied" on an annual parent satisfaction survey. | Priority 6       |

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|  |  |  |  |  | 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. | 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. | 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. | Local Priority |
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**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code 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?

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
  - A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal<br>(Include and identify all goals from Section 2)  | Related State and Local Priorities (from Section 2) | Actions and Services  | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |   |   |
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|  |   |   |  |  | Year 1: 2014-2015   | Year 2: 2015-2016   | Year 3: 2016-2017   |
| <b>Goal One:</b><br><b>Students will discover the joy of learning and retain what they have learned through project-based learning, resulting in students being self-motivated and engaged in their own education.</b> | Priorities 1, 2, 4, 5, 6, & 8                       | 100% of teachers will use Storyline, Project-Based Learning and Depth and Complexity in their classrooms regularly. K-5 teachers will use Everyday Mathematics                                  | School-wide  |  | Curriculum costs<br>Portion of staff salaries<br><br><b>Expenditures:</b><br><i>1110: \$500k</i><br><i>4310: \$20k</i><br><br>LCFF Base Grant   | Curriculum costs<br>Portion of Staff salaries<br>Teacher trainings in Storyline and Project-Based Learning, with a focus on history<br><br><b>Expenditures:</b><br><i>1110: \$510k</i><br><i>4310: \$25k</i><br><br>LCFF Base Grant | Curriculum costs<br><br>Portion of staff salaries<br><br>Teachers trainings as needed<br><br><b>Expenditures:</b><br><i>1110: \$520k</i><br><i>4310: \$30k</i><br><br>LCFF Base Grant |
|  | Local priority                                      | All teachers will integrate field trips into their instruction, ensuring that field trips are connected to classroom instruction, with time allotted for learning activities before, during and | School-wide  |  | Field Trip costs<br><br><b>Expenditures:</b><br><i>1110: \$50k</i><br><i>5812: \$30k</i><br><br>LCFF Base Grant, Fundraising  | Field Trip costs<br><br><b>Expenditures:</b><br><i>1110: \$55k</i><br><i>5812: \$30k</i><br><br>LCFF Base Grant, Fundraising  | Field Trip costs<br><br><b>Expenditures:</b><br><i>1110: \$60k</i><br><i>5812: \$30k</i><br><br>LCFF Base Grant, Fundraising  |

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|  |  | after each field trip. |  |  |  |  |  |
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|  | Priorities 4, 5, 6, 7 and 8 | Report cards will reflect performance not only on traditional measurements, such as tests, but also on other forms of academic performance, such as demonstrations, performances and exhibitions. |  |  | Portion of staff salaries<br><br><b>Expenditures:</b><br><br><i>1110: \$100k</i><br><i>1300: \$20k</i><br><i>2300: \$20k</i><br><br><b>LCFF Base Grant</b> | <b>Expenditures:</b><br><br><i>1110: \$110k</i><br><i>1300: \$20k</i><br><i>2300: \$20k</i><br><br><b>LCFF Base Grant</b> | <b>Expenditures:</b><br><br><i>1110: \$120k</i><br><i>1300: \$20k</i><br><i>2300: \$20k</i><br><br><b>LCFF Base Grant</b> |
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| <p><b>Goal Two:</b><br/>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 education 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</p> | <p>Priorities 1, 2, 4, 5, 7 &amp; 8</p> | <p>Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students.</p>                                | <p>School-wide</p> | <p>Reading specialist salary</p> <p>Intervention materials/curriculum</p> <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><i>1110: \$100k</i><br/><i>1300: \$20k</i><br/><i>4310: \$5k</i></p> <p><b>LCFF Base Grant</b></p> | <p>Reading specialist salary</p> <p>Intervention materials/curriculum</p> <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><i>1110: \$110k</i><br/><i>1300: \$20k</i><br/><i>4310: \$6k</i></p> <p><b>LCFF Base Grant</b></p> | <p>Reading specialist salary</p> <p>Intervention materials/curriculum</p> <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><i>1110: \$120k</i><br/><i>1300: \$20k</i><br/><i>4310: \$7k</i></p> <p><b>LCFF Base Grant</b></p> |
|  | <p>Priorities 1, 2, 4, 5, 7 &amp; 8</p> | <p>Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high-achieving students.</p> | <p>School-wide</p> | <p>Intervention materials/curriculum</p> <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><i>1300: \$20k</i><br/><i>4310: \$5k</i></p>  | <p>Intervention materials/curriculum</p> <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><i>1300: \$20k</i><br/><i>4310: \$5k</i></p>  | <p>Intervention materials/curriculum</p> <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><i>1300: \$20k</i><br/><i>4310: \$5k</i></p>  |

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|  | Priorities<br>1, 2, 4, 5, 7<br>& 8 | 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, use of prior knowledge, and collaboration among students. | School-wide |  | Reading specialist salary<br><br>Intervention materials/curriculum<br><br>Portion of staff salaries<br><br><b>Expenditures:</b><br><br><b>1110: \$50k</b><br><b>1300: \$20k</b><br><b>4310: \$7k</b><br><br><b>LCFF Base Grant</b> | Reading specialist salary<br><br>Intervention materials/curriculum<br><br>Portion of staff salaries<br><br><b>Expenditures:</b><br><br><b>1110: \$55k</b><br><b>1300: \$20k</b><br><b>4310: \$7k</b><br><br><b>LCFF Base Grant</b> | Reading specialist salary<br><br>Intervention materials/curriculum<br><br>Portion of staff salaries<br><br><b>Expenditures:</b><br><br><b>1110: \$60k</b><br><b>1300: \$20k</b><br><b>4310: \$7k</b><br><br><b>LCFF Base Grant</b> |

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|  | Priorities 2, 4, 5, 7 & 8 | Teachers will provide different levels of depth and complexity to each child within single lessons each day.   | School-wide |  | Portion of staff salaries<br><br><b>Expenditures:</b><br><br><i>1110: \$100k</i><br><br>LCFF Base Grant      | Portion of staff salaries<br><br><b>Expenditures:</b><br><br><i>1110: \$110k</i><br><br>LCFF Base Grant       | Portion of staff salaries<br><br><b>Expenditures:</b><br><br><i>1110: \$120k</i><br><br>LCFF Base Grant       |
|  | Local priority            | Teachers will collaborate across grades to create a scope and sequence for materials, and will research protocol for the purpose of evaluating resources.  | School-wide |  | Two meetings for teachers from all grades.<br><br><b>Expenditures:</b><br><br>\$0.00                         | Three meetings for teachers from all grades<br><br><b>Expenditures:</b><br><br>\$0.00                         | Four meetings for teachers from all grades<br><br><b>Expenditures:</b><br><br>\$0.00                          |
|  | Local Priority            | All teachers will be trained in a common writing curriculum and writing vocabulary that builds throughout the grade levels. All teachers will know the genres, styles and writing expectations for his or her grade level, one level above, and one level below. | School-wide |  | 80 minutes of staff development<br><br><b>Expenditures:</b><br><br><i>5850: \$20k</i><br><br>LCFF Base Grant | 120 minutes of staff development<br><br><b>Expenditures:</b><br><br><i>5850: \$21k</i><br><br>LCFF Base Grant | 160 minutes of staff development<br><br><b>Expenditures:</b><br><br><i>5850: \$22k</i><br><br>LCFF Base Grant |



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|  | Local Priority | Teachers will share information and best practices across subject areas and grade levels to improve overall teaching methods.    | School-wide |  | Three staff meetings<br><br>Substitutes for 14 lab days.‡<br><br><b>Expenditures:</b><br><br><b>1175: \$40k</b><br><br><b>LCFF Base Grant</b>                          | Six staff meetings<br><br>Substitutes for 14 lab days<br><br><b>Expenditures:</b><br><br><b>1175: \$41k</b><br><br><b>LCFF Base Grant</b>                               | One staff meeting a month<br><br>Substitutes for lab days for 14 teachers<br><br><b>Expenditures:</b><br><br><b>1175: \$42k</b><br><br><b>LCFF Base Grant</b>            |
|  | Local Priority | Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities.              | School-wide |  | 30 minutes of P.E. a week for K-5<br><br>250 minutes of P.E. a week for grades 6-8<br><br><b>Expenditures:</b><br><br><b>1110: \$30k</b><br><br><b>LCFF Base Grant</b> | 40 minutes of P.E. a week for K-5.<br><br>250 minutes of P.E. a week for grades 6-8<br><br><b>Expenditures:</b><br><br><b>1110: \$31k</b><br><br><b>LCFF Base Grant</b> | 500 minutes of P.E. a week for K-5.<br><br>250 minutes of P.E. a week for grades 6-8<br><br><b>Expenditures:</b><br><br><b>1110: \$32k</b><br><br><b>LCFF Base Grant</b> |
|  | Local Priority | Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of | School-wide |  | 30 minutes of music instruction a week for K-3   | 30 minutes of music instruction a week for K-3  | 30 minutes of music instruction a week for K-3   |

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

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|  |                | music.   |             |  | <b>Expenditures:</b><br><br><b>1110: \$11k</b><br><br><b>LCFF Base Grant</b>  | <b>Expenditures:</b><br><br><b>1110: \$12k</b><br><br><b>LCFF Base Grant</b>  | <b>Expenditures:</b><br><br><b>1110: \$13k</b><br><br><b>LCFF Base Grant</b>  |
|  | Local Priority | Staff will explore options and implement a middle school performing arts program | School-wide |  | Performing arts instruction for grades 6-8<br><br><b>Expenditures:</b><br><br><b>1110: \$5k</b><br><br><b>LCFF Base Grant</b> | Performing arts instruction for grades 6-8<br><br><b>Expenditures:</b><br><br><b>1110: \$6k</b><br><br><b>LCFF Base Grant</b> | Performing arts instruction for grades 6-8<br><br><b>Expenditures:</b><br><br><b>1110: \$7k</b><br><br><b>LCFF Base Grant</b> |

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|  | Local Priority | Electives, such as Spanish, keyboarding, science lab, life skills, humanities and art, will be offered to students in grades 6-8.                                     | School-wide |  | Middle school electives for three days a week for one hour each day<br><br><b>Expenditures:</b><br><br><i>1110: \$5k</i><br><br><b>LCFF Base Grant</b> | Middle school electives for three days a week for one hour each day<br><br><b>Expenditures:</b><br><br><i>1110: \$6k</i><br><br><b>LCFF Base Grant</b> | Middle school electives for three days a week for one hour each day<br><br><b>Expenditures:</b><br><br><i>1110: \$7k</i><br><br><b>LCFF Base Grant</b> |
|  | Local Priority | Students will take part in mini-courses twice a year (kindergartners once a year), with each mini-course offering four one-hour sessions                              | School-wide |  | Mini-course budget for salaries and materials<br><br><b>Expenditures:</b><br><br><i>4310: \$5k</i><br><br><b>LCFF Base Grant</b>                       | Mini-course budget for salaries and materials<br><br><b>Expenditures:</b><br><br><i>4310: \$5k</i><br><br><b>LCFF Base Grant</b>                       | Mini-course budget for salaries and materials<br><br><b>Expenditures:</b><br><br><i>4310: \$5k</i><br><br><b>LCFF Base Grant</b>                       |
|  | Local Priority | Band is a required, one-semester course in 4 <sup>th</sup> grade. Grades 4-8 may also participate in band, which rehearses both during school hours and after school. | School-wide |  | Band instructor and related expenses<br><br><b>Expenditures:</b><br><br><i>1110: \$11k</i><br><i>5851: \$5k</i><br><br><b>LCFF Base Grant</b>          | Band instructor and related expenses<br><br><b>Expenditures:</b><br><br><i>1110: \$12k</i><br><i>5851: \$6k</i><br><br><b>LCFF Base Grant</b>          | Band instructor and related expenses<br><br><b>Expenditures:</b><br><br><i>1110: \$13k</i><br><i>5851: \$7k</i><br><br><b>LCFF Base Grant</b>          |

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|  | Local Priority | Junior Great Books will be offered as a pull-out program led by parent volunteers. | School-wide |  | Jr. Great Books curriculum<br><br>Volunteer instructor training<br><br><b>Expenditures:</b><br><br><i>\$0.00</i>                              | Jr. Great Books curriculum<br><br>Volunteer instructor training<br><br><b>Expenditures:</b><br><br><i>\$0.00</i>                              | Jr. Great Books curriculum<br><br>Volunteer instructor training<br><br><b>Expenditures:</b><br><br><i>\$0.00</i>                              |
|  | Local priority | All classes receive monthly presentations on the artist and composer of the month. | School-wide |  | 15% of teachers will do the presentations, 1 hour a month. (Rest done by parent volunteers.)<br><br><b>Expenditures:</b><br><br><i>\$0.00</i> | 10% of teachers will do the presentations, 1 hour a month. (Rest done by parent volunteers.)<br><br><b>Expenditures:</b><br><br><i>\$0.00</i> | 10% of teachers will do the presentations, 1 hour a month. (Rest done by parent volunteers.)<br><br><b>Expenditures:</b><br><br><i>\$0.00</i> |

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|  | Local<br>priority | School-sponsored, after-school, competitive sports teams will be organized for students in grades 6-8. | School-wide |  | Salaries for coaches of after-school sports<br><br>Equipment<br><b>Expenditures:</b><br><br><i>1175: \$9k</i><br><i>4390: \$3k</i><br><br><b>LCFF Base Grant</b> | Salaries for coaches of after-school sports<br><br>Equipment<br><b>Expenditures:</b><br><br><i>1175: \$10k</i><br><i>4390: \$3k</i><br><br><b>LCFF Base Grant</b> | Salaries for coaches of after-school sports<br><br>Equipment<br><b>Expenditures:</b><br><br><i>1175: \$11k</i><br><i>4390: \$3k</i><br><br><b>LCFF Base Grant</b> |
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| <p><b>Goal Three:<br/>CAPE will meet its API growth targets to prepare its students to be competitive in high school and beyond, and students will use technology to create end-products that support their learning.</b></p> | <p>Priority 1</p> | <p>All teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold and CAPE will assign teachers to grade levels and subject matters that are consistent with their credentials, experience and interest.</p> | <p>School-wide</p> | <p>Portion of administrative salary with regard to hiring and assigning teachers</p> <p><b>Expenditures:</b></p> <p><b>1300: \$25k</b><br/><b>2300: \$25k</b></p> <p><b>LCFF Base Grant</b></p> | <p>Portion of administrative salary with regard to hiring and assigning teachers</p> <p><b>Expenditures:</b></p> <p><b>1300: \$25k</b><br/><b>2300: \$25k</b></p> <p><b>LCFF Base Grant</b></p> | <p>Portion of administrative salary with regard to hiring and assigning teachers</p> <p><b>Expenditures:</b></p> <p><b>1300: \$25k</b><br/><b>2300: \$25k</b></p> <p><b>LCFF Base Grant</b></p> |
|   | <p>Priority 2</p> | <p>Pupils will have access to materials aligned with California Common Core State Standards (CCSS).</p>  | <p>School-wide</p> | <p>Curriculum aligned with CCCSS in math and language arts</p> <p><b>Expenditures:</b></p> <p><b>4310: \$10k</b></p> <p><b>LCFF Base Grant</b></p>  | <p>Curriculum aligned with CCCSS in math and language arts</p> <p><b>Expenditures:</b></p> <p><b>4310: \$10k</b></p> <p><b>LCFF Base Grant</b></p>  | <p>Curriculum aligned with CCCS is science, including FOSS kits</p> <p><b>Expenditures:</b></p> <p><b>4310: \$10k</b></p> <p><b>LCFF Base Grant</b></p>   |

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|  | Priority 2 | Teachers will take part in workshops, conferences and staff development sessions that will help them be in alignment with CCCSS. | School-wide |  | <p>3 workshops, conferences or staff development session for each teacher in CCCSS</p> <p><b>Expenditures:</b></p> <p><b>5200: \$6k</b></p> <p><b>LCFF Base Grant</b></p> | <p>2 workshops, conferences or staff development session for each teacher in CCCSS</p> <p><b>Expenditures:</b></p> <p><b>5200: \$7k</b></p> <p><b>LCFF Base Grant</b></p> | <p>2 workshops, conferences or staff development session for each teacher in CCCSS</p> <p><b>Expenditures:</b></p> <p><b>5200: \$8k</b></p> <p><b>LCFF Base Grant</b></p> |
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|  | Priority 2 | <p>Teachers will implement instruction and set performance standards that comply with CCCSS.</p> <p>Teachers will also be surveyed and will hold meetings to reflect on needs each year.</p> <p>Focus will be on math in languages arts in 2014-16, and science and social studies in 2016-17.</p> | School-wide |  | <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><b>1110: \$100k</b></p> <p><b>LCFF Base, Supplemental &amp; Concentration Grants</b></p> | <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><b>1110: \$110k</b></p> <p><b>LCFF Base, Supplemental &amp; Concentration Grants</b></p> | <p>Portion of staff salaries</p> <p><b>Expenditures:</b></p> <p><b>1110: \$120k</b></p> <p><b>LCFF Base, Supplemental &amp; Concentration Grants</b></p>          |
|  | Priority 4 | <p>Teachers will be trained to competently administer Smarter Balanced assessments to all qualifying students.</p>   | School-wide |  | <p>Teacher training based on 2013-14 pilot.</p> <p><b>Expenditures:</b></p> <p><b>5850: \$10k</b></p> <p><b>LCFF Base Grant</b></p>                      | <p>Teachers training as needed</p> <p><b>Expenditures:</b></p> <p><b>5850: \$15k</b></p> <p><b>LCFF Base Grant</b></p>                                   | <p>Teachers will research assessment plans for science and social studies</p> <p><b>Expenditures:</b></p> <p><b>5850: \$20k</b></p> <p><b>LCFF Base Grant</b></p> |
|  | Priority 4 | <p>Technology will support Smarter Balanced testing</p>  | School-wide |  | <p>Technology related to Smarter Balanced testing</p>  | <p>Technology related to Smarter Balanced testing</p>  | <p>Technology related to Smarter Balanced</p>   |



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|  |                  |   |             |  |  |  | testing  |
|  | Priorities 2 & 4 | Report cards will reflect CCCSS with a focus on math and science from 2014-16 and including science and social studies in 2016-17 | School-wide |  | Portion of staff salaries<br><b>Expenditures:</b><br><br><i>1110: \$22k</i><br><i>4390: \$30k</i><br><br>LCFF Base Grant | Portion of staff salaries<br><b>Expenditures:</b><br><br><i>1110: \$23k</i><br><i>4390: \$30k</i><br><br>LCFF Base Grant | Portion of staff salaries<br><b>Expenditures:</b><br><br><i>1110: \$24k</i><br><i>4390: \$30k</i><br><br>LCFF Base Grant |

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|  | Local<br>priority | Teachers will create lesson plans and projects that will utilize technology in the classrooms | School-<br>wide | Portion of staff salaries                                | Portion of staff salaries                                | Portion of staff salaries                                |
|  |                   |   |                 | Technology training                                      | Technology training                                      | Technology training                                      |
|  |                   |   |                 | Expenses related to equipping classrooms with technology | Expenses related to equipping classrooms with technology | Expenses related to equipping classrooms with technology |
|  |                   |   |                 | <b>Expenditures:</b>                                     | <b>Expenditures:</b>                                     | <b>Expenditures:</b>                                     |
|  |                   |   |                 | <b>1110: \$50k</b>                                       | <b>1110: \$50k</b>                                       | <b>1110: \$50k</b>                                       |
|  |                   |   |                 | <b>5850: \$5k</b>  | <b>5850: \$5k</b>  | <b>5850: \$5k</b>  |
|  |                   |   |                 | <b>LCFF Base Grant</b>                                   | <b>LCFF Base Grant</b>                                   | <b>LCFF Base Grant</b>                                   |

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| <p><b>Goal Four: In addition to facilities being safe and secure, students will also feel emotionally safe within the larger community that encourages collaboration, open communication and support that involves teachers, parents, community members and classified staff as partners.</b></p> | Priority 1 | School facilities are maintained in good repair, as measured by the state’s Facility Inspection Tool.  | School-wide |  | <p>Custodial salaries</p> <p>Custodial equipment</p> <p>Facilities expenses</p> <p>Portion of administrative salaries related to school safety</p> <p><b>Expenditures</b></p> <p><b>1300: \$20k</b></p> <p><b>2200: \$79k</b></p> <p><b>2300: \$20k</b></p> <p><b>5610: \$32k</b></p> <p><b>LCFF Base Grant</b></p> | <p>Custodial salaries</p> <p>Custodial equipment</p> <p>Facilities expenses</p> <p>Portion of administrative salaries related to school safety</p> <p><b>Expenditures</b></p> <p><b>1300: \$20k</b></p> <p><b>2200: \$79k</b></p> <p><b>2300: \$20k</b></p> <p><b>5610: \$33k</b></p> <p><b>LCFF Base Grant</b></p> | <p>Custodial salaries</p> <p>Custodial equipment</p> <p>Facilities expenses</p> <p>Portion of administrative salaries related to school safety</p> <p><b>Expenditures</b></p> <p><b>1300: \$20k</b></p> <p><b>2200: \$79k</b></p> <p><b>2300: \$20k</b></p> <p><b>5610: \$34k</b></p> <p><b>LCFF Base Grant</b></p> |
|   | Priority 3 | For grades K-5, one parent-teacher conference will be scheduled annually. Additional conferences may be called on as needed for grades K-8. Teachers and co-directors will also be available to communicate with parents one-on-one. | School-wide |  | <p>Portion of teacher and administrative salaries</p> <p><b>Expenditures</b></p> <p><b>\$0.00</b></p>   | <p>Portion of teacher and administrative salaries</p> <p><b>Expenditures</b></p> <p><b>\$0.00</b></p>   | <p>Portion of teacher and administrative salaries</p> <p><b>Expenditures</b></p> <p><b>\$0.00</b></p>   |
|   | Priority 3 | A database will be   | School-     |  | Expenses related to   | Expenses related to   | Expenses related to   |

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|  |  | <p>maintained to match volunteers with volunteer opportunities. Throughout the year, communications will go out regarding volunteer activities from teachers and from the volunteer coordinator.</p> | <p>wide</p> |  | <p>managing volunteer database and tracking volunteer hours</p> <p><b>Expenditures</b></p> <p><b>2400: \$10k</b></p> <p><b>LCFF Base Grant</b></p> | <p>managing volunteer database and tracking volunteer hours</p> <p><b>Expenditures</b></p> <p><b>2400: \$10k</b></p> <p><b>LCFF Base Grant</b></p> | <p>managing volunteer database and tracking volunteer hours</p> <p><b>Expenditures</b></p> <p><b>2400: \$10k</b></p> <p><b>LCFF Base Grant</b></p> |
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|  | Priority 3 | Teachers in each grade level will provide instruction and support to parents working in the classrooms that is specific to the needs of their grade levels.   | School-wide |  | Portion of teachers' salaries<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>        | Portion of teachers' salaries<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>        | Portion of teachers' salaries<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>        |
|  | Priority 3 | The PTSO will raise funds and manage PTSO-sponsored programs.   | School-wide |  | Expenses related to PTSO<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>             | Expenses related to PTSO<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>             | Expenses related to PTSO<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>             |
|  | Priority 3 | The governing board will include two parents, one community member and two teachers.  | School-wide |  | Expenses related to board activities<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i> | Expenses related to board activities<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i> | Expenses related to board activities<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i> |
|  | Priority 3 | Notices of board meetings will be distributed in both print and electronically. Agendas and minutes will be available both in print and electronically.<br><br>Communication about board meetings, chatter time and other ongoing | School-wide |  | Expenses related to communication<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>    | Expenses related to communication<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>    | Expenses related to communication<br><br><b>Expenditures</b><br><br><i><b>\$0.00</b></i>    |

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|  |  | activities will go out to parents via e-mails, flyers and automated phone calls. |  |  |  |  |  |
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|  | Priority 6     | Educating students about bullying will include assemblies, as well as videos and discussion in the classrooms.   | School-wide |  | Expenses related to bullying assemblies and videos for the classrooms<br><br>Portion of teacher salaries<br><br><b>Expenditures</b><br><br><i>1110: \$25k</i><br><br><b>LCFF Base Grant</b>                    | Expenses related to bullying assemblies and videos for the classrooms<br><br>Portion of teacher salaries<br><br><b>Expenditures</b><br><br><i>1110: \$25k</i><br><br><b>LCFF Base Grant</b>                    | Expenses related to bullying assemblies and videos for the classrooms<br><br>Portion of teacher salaries<br><br><b>Expenditures</b><br><br><i>1110: \$25k</i><br><br><b>LCFF Base Grant</b>                    |
|  | Local Priority | Citizenship efforts will include activities connected to our 10 Character Traits; “Big Buddies”; a range of conflict-resolution activities within each classroom and community service projects. | School-wide |  | Expenses related to community service projects<br><br>Portion of staff salaries<br><br><b>Expenditures</b><br><br><i>1110: \$25k</i><br><i>1300: \$10k</i><br><i>2300: \$10k</i><br><br><b>LCFF Base Grant</b> | Expenses related to community service projects<br><br>Portion of staff salaries<br><br><b>Expenditures</b><br><br><i>1110: \$25k</i><br><i>1300: \$10k</i><br><i>2300: \$10k</i><br><br><b>LCFF Base Grant</b> | Expenses related to community service projects<br><br>Portion of staff salaries<br><br><b>Expenditures</b><br><br><i>1110: \$25k</i><br><i>1300: \$10k</i><br><i>2300: \$10k</i><br><br><b>LCFF Base Grant</b> |

- A. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

CAPE expended approximately **\$13,500** in supplemental and concentration funds in FY 2013-2014. These funds are used directly to support teaching and learning across the school with particular attention to low-performing and unduplicated students, including English Learners, Reclassified Fluent English Proficient students, Low-Income Youth, and Students with Disabilities. For FY 2014-2015, CAPE must allocate a targeted amount of **\$14,000** for continued support and services for these unduplicated students groups. This represents an increase of **0.39%** over FY 2013-2014.

- B. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The services provided for our unduplicated FRL and EL population were allocated on a school-wide basis and provide for increased and improved services for these pupils in proportion to the increase in funding provided for such pupils in that LCAP year. Services for unduplicated pupils must be increased or improved by **0.39%** as compared to the services provided to all pupils in Y1, **0.52%** in Y2, and **0.58%** in Y3. This proportionality percentage is met as demonstrated by the increases in allocations.