

Introduction:

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.

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 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

LEA: Camarillo Academy of Progressive Education
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LCAP Year: 2016-17

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP

Families' Input: The CAPE community completed a 16-question survey that was publicized via three emails and one flyer. The survey was from May 3, 2016 to June 1, 2016. The families were then invited to a board meeting on May 23, 2016 to discuss the survey results and again at the June 6 meeting. A total of 214 people completed the survey. Within the survey the participants indicated that 98% were current CAPE parents, less than 1% students; 1% certificated employees of CAPE, 1% classified employees of CAPE and less than 1% former CAPE parents.

PTSO Meetings (6pm): September 8, 2015; October 6, 2015; November 10, 2015; December 8, 2015; January 5, 2016; February 9, 2016; March 8, 2016; April 5, 2016; May 10, 2016; June 7, 2016

Chatter Time Meetings (8:15am): September 1, 2015; October 6, 2015; November 3, 2015; December 1, 2015; February 2, 2016; March 1, 2016; April 5, 2016; May 3, 2016

Board Meetings (3pm): September 21, 2015; October 19, 2015; November 16, 2015; December 14, 2015; January 25, 2016; March 21, 2016; April 18, 2016; May 23, 2016; June 6, 2016; June 27, 2016

Teachers' Input: Teachers meet every week on Tuesdays from 2:45pm - 4pm to discuss progress on the current year's LCAP goals. All teachers are given an opportunity to report on student progress toward goals, individual progress toward goals and schoolwide progress toward goals. Teachers attended a specific staff meeting on April 12 to discuss future goals for the LCAP. All of the teachers attended the meeting.

Pupils' Input: Pupils gave input via group and individual meetings that covered a variety of topics included in the LCAP.

A report summarizing all of the input was presented to CAPE's board on May 23, 2016 and the public was invited. A rough draft of the LCAP was presented to CAPE's board on June 6, 2016 and the public was invited. The final LCAP was presented to the board for approval on June 27, 2016 and the public was invited.

An explanation of the LCAP, and the process for providing input, was announced in all public meetings, Board Meetings, teachers' meetings, monthly "Chatter Time" meetings and PTSO meetings.

Administration attended one workshop focusing on the LCAP, the process, objectives, and communication at VCOE, met with the LCAP coordinator for VCOE twice and attended two breakout sessions on the

1. From meeting with the parents and the results of the survey, an objective was added to hire a part-time Spanish Teacher to teach Spanish to students in grades K-5 (and as an option for grades 6-8).

2. From meeting with the parents and the results of the survey, an objective was added to include an optional stringed instrument music program (on a temporary basis).

3. From meetings with the teachers and parents, CAPE will be piloting two different Language Arts programs for the 2016-2017 school year. Teachers attended the ELA curriculum fair at VCOE and all completed textbook inventory guides for all the adoptions available at the VCOE curriculum library. The staff was divided and didn't feel that any program was a perfect match for CAPE. We will be piloting National Geographic in grade 1 and will be piloting Pearson's ReadyGen in grade 4. We will have meeting with local charters who have adopted other publishers and compare notes to make the best decision possible on a new CCCS ELA program for CAPE.

4. From Chatter Time and meeting with the Staff members, it was decided to add an outdoor classroom. The outdoor "thinking spot" will have drought tolerant native California plants and be decorated with student created art. Teachers will be able to use the space for reading and art time. Students will help maintain the space creating an ownership of the campus and an opportunity for community service.

LCAP at the 2016 California Charter Schools Association Conference.	
<p>Annual Update:</p> <p>Annual Update: Stakeholder involvement has been supported throughout the year by keeping lines of communication open via our monthlyPTSO meeting, administrators' chatter time, board meetings, individual meetings, emails, social media and our website. The aforementioned survey not only included questions about future goals, but also about our success in meeting the current year's goals. Data for the Annual Update was also gathered by conferring with teachers, students, parents, families and support staff.</p>	<p>Annual Update:</p> <ol style="list-style-type: none"> 1. Administration used our monthly Chatter Time to go over the progress of the goals in the LCAP and discuss future goals and plans for improvement. LCAP was also discussed at all Board Meetings and PTSO meetings. Next year, we plan on adding LCAP specific meetings once every other month as an additional opportunity to get more feedback and ideas. 2. The survey was shortened from 34 questions to 16. Parents felt that the survey for 2015-2016 was too long (took majority over 30 minutes to complete). The 2016 survey was reduced to 16 questions and took the majority less than 10 minutes to complete. We had 214 participate in the 2016 survey and only 100 completed the 2015 survey.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must

address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	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.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: Intrinsic Motivation
Identified Need:	In order to become responsible lifelong learners, students need to be inspired by their own curiosity and intrinsically rewarded by their accomplishments through hands-on learning.		
Goal Applies to:	Schools:	Camarillo Academy of Progressive Education (CAPE)	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The STAR 360 benchmark assessments will indicate that, on average, students are mastering the skills required at their grade levels. 2. CAPE will meet or exceed a 96% attendance rate. 3. Less than 10% of students will be chronically absent. 4. Suspension and expulsion rates will be less than 2%. 5. The drop-out rate in middle school will be zero. 6. Respondents to a family survey will reflect that the majority of CAPE families understand CAPE's intrinsic motivation philosophy. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A: Teacher Training</p> <p>Teachers will attend training that support the curriculum and philosophies of CAPE. For example: Storyline and Project-Based Learning, CAFE, and Everyday Math.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Base Rate:</p> <p>5200: \$7,200</p>
<p>B: Field Trips</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Fundraising</p> <p>5812: \$25,000</p>

<p>C. Orientation</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>5850: \$1,500</p>
<p>D. Marketing</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>5830: \$1000</p>
<p>E. Assemblies</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>5850: \$7,000</p>
<p>F. Attendance</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The STAR 360 benchmark assessments will indicate that, on average, students are mastering the skills required at their grade levels. 2. CAPE will meet or exceed a 96% attendance rate. 3. Less than 10% of students will be chronically absent. 4. Suspension and expulsion rates will less than 2%. 5. The drop-out rate in middle school will be zero. 6. Respondents to a family survey will reflect that the majority of CAPE families understand CAPE's intrinsic motivation philosophy. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A: Teacher Training Teachers will attend training that support the curriculum and philosophies of CAPE. For example: Storyline and Project-Based Learning, CAFE, and Everyday Math.	CAPE Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Rate: 5200: \$7,200
B: Field Trips 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.	CAPE Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fundraising 5812: \$25,000

<p>C. Orientation</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>5850: \$1,500</p>
<p>D. Marketing</p> <p>CAPE will focus on a marketing campaign that will help inform the outer community about CAPE and the lottery process.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>5830: \$1000</p>
<p>E. Assemblies</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>5850: \$7,000</p>
<p>F. Attendance</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The STAR 360 benchmark assessments will indicate that, on average, students are mastering the skills required at their grade levels. 2. CAPE will meet or exceed a 96% attendance rate. 3. Less than 10% of students will be chronically absent. 4. Suspension and expulsion rates will less than 2%. 5. The drop-out rate in middle school will be zero. 6. Respondents to a family survey will reflect that the majority of CAPE families understand CAPE's intrinsic motivation philosophy. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A: Teacher Training Teachers will attend training that support the curriculum and philosophies of CAPE. For example: Storyline and Project-Based Learning, CAFE, and Everyday Math.	CAPE Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Rate: 5200: \$7,200
B: Field Trips 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.	CAPE Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Fundraising 5812: \$25,000

<p>C. Orientation</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>5850: \$1,500</p>
<p>D. Marketing</p> <p>CAPE will focus on a marketing campaign that will help inform the outer community about CAPE and the lottery process.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>5830: \$1000</p>
<p>E. Assemblies</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>5850: \$7,000</p>
<p>F. Attendance</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>

GOAL:	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.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
Identified Need:	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.		
Goal Applies to:	Schools:	Camarillo Academy of Progressive Education (CAPE)	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern. 2. A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude. 3. 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. 4. 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>A. Intervention</p> <p>Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>4110: \$3,500</p> <p>4210: \$6,300</p> <p>5200: \$3,000</p>
<p>B. Differentiation</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>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>4310: \$5,000</p>
<p>C. EL</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supplemental & Concentration:</p> <p>5200: \$2,000</p> <p>5850: \$2,000</p> <p>4310: \$2,000</p>
<p>D. Collaboration</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>1170: \$3,300</p>

<p>E. Physical Fitness</p> <p>Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fundraising, PTSO \$5,000</p>
<p>F. K-3 Music</p> <p>Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$5,500</p>
<p>G. Theatre</p> <p>An after-school performing arts program will be offered for grades 4-8.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$8,000</p> <p>4310: \$10,000</p>
<p>H. Outdoor Classroom</p> <p>Students will help create and maintain a living outdoor classroom. Students will create art that will be on display in the "thinking" area.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>4400: \$20,000</p>

<p>K. Band and Strings</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$5,500</p>
<p>J. Artist and Composer</p> <p>All classes will receive monthly presentations on the artist and composer of the month.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>4310: \$2,000</p>
<p>K. Sports</p> <p>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 participate in the Camarillo City Wide Track and Field Day.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>5851: \$9,000</p> <p>4390: \$1,000</p>
<p>L. Spanish</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>1110: \$14,400</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>1. 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>2. A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.</p> <p>3. 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.</p> <p>4. 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.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Intervention</p> <p>Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>4110: \$3,500</p> <p>4210: \$6,300</p> <p>5200: \$3,000</p>
<p>B. Differentiation</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>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Base Rate</p> <p>4310: \$5,000</p>

<p>C. EL</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supplemental & Concentration:</p> <p>5200: \$2,000</p> <p>5850: \$2,000</p> <p>4310: \$2,000</p>
<p>D. Collaboration</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>1170: \$3,300</p>
<p>E. Physical Fitness</p> <p>Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fundraising, PTSO \$5,000</p>
<p>F. K-3 Music</p> <p>Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$5,500</p>

<p>G. Theatre</p> <p>An after-school performing arts program will be offered for grades 4-8.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$8,000</p> <p>4310: \$10,000</p>
<p>H. Outdoor Classroom</p> <p>Students will help create and maintain a living outdoor classroom. Students will create art that will be on display in the "thinking" area. This will expand on the outdoor classroom put into place last year.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>4400: \$10,000</p>
<p>K. Band and Strings</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$5,500</p>
<p>J. Artist and Composer</p> <p>All classes will receive monthly presentations on the artist and composer of the month.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>4310: \$2,000</p>

<p>K. Sports</p> <p>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 participate in the Camarillo City Wide Track and Field Day.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>5851: \$9,000</p> <p>4390: \$1,000</p>
<p>L. Spanish</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>1110: \$14,400</p>
<p>M. Spanish for Educators</p> <p>CAPE will provide Spanish instruction to teaching staff to help with communication with our Spanish Speaking families and students.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF</p> <p>Supplemental & Concentration Grant</p> <p>5850: \$2000</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>1. 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>2. A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.</p> <p>3. 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.</p> <p>4. 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.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Intervention</p> <p>Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>4110: \$3,500</p> <p>4210: \$6,300</p> <p>5200: \$3,000</p>
<p>B. Differentiation</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>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Base Rate</p> <p>4310: \$5,000</p>

<p>C. EL</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supplemental & Concentration:</p> <p>5200: \$2,000</p> <p>5850: \$2,000</p> <p>4310: \$2,000</p>
<p>D. Collaboration</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>1170: \$3,300</p>
<p>E. Physical Fitness</p> <p>Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Fundraising, PTSO \$5,000</p>
<p>F. K-3 Music</p> <p>Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$5,500</p>

<p>G. Theatre</p> <p>An after-school performing arts program will be offered for grades 4-8.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$8,000</p> <p>4310: \$10,000</p>
<p>H. Outdoor Classroom</p> <p>Students will help create and maintain a living outdoor classroom. Students will create art that will be on display in the "thinking" area.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>4400: \$10,000</p>
<p>K. Band and Strings</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2100: \$5,500</p>
<p>J. Artist and Composer</p> <p>All classes will receive monthly presentations on the artist and composer of the month.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>4310: \$2,000</p>

<p>K. Sports</p> <p>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 participate in the Camarillo City Wide Track and Field Day.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>5851: \$9,000</p> <p>4390: \$1,000</p>
<p>L. Spanish</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>1110: \$14,400</p>
<p>M. Spanish for Educators</p> <p>CAPE will provide Spanish instruction to teaching and support staff to help with communication with our Spanish Speaking families and students.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF</p> <p>Supplemental & Concentration Grant</p> <p>5850: \$4000</p>

GOAL:	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.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 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.		
Goal Applies to:	Schools:	Camarillo Academy of Progressive Education (CAPE)	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. CAPE will meet state testing targets as they become available. 2. Students in grades K-3 will use technology at least twice a month related to their learning. 3. Fourth through eighth graders will use technology at least twice a week related to their learning. 		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
<p>A. Credentials</p> <p>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>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>
			\$0.00

<p>B. CCCS Materials</p> <p>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 charter schools and school district personal about how the Language Arts programs they purchased are meeting their students needs both intervention and challenge.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant</p> <p>4110: \$5,500</p> <p>LCFF Base Rate</p> <p>4110: \$60,500</p>
<p>C. CAASPP</p> <p>Teachers will be trained to competently administer the Smarter Balanced assessments to all qualifying students, and technology will support Smarter Balanced testing.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0.00</p>
<p>D. Report Cards</p> <p>Report cards will reflect California Common Core with a focus on math and science this year.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0.00</p>

<p>E. Technology</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Base Rate:</p> <p>4400: \$5,000</p> <p>5200 \$500</p> <p>9400: \$15,000</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. CAPE will meet state testing targets as they become available. 2. Students in grades K-3 will use technology at least twice a month related to their learning. 3. Fourth through eighth graders will use technology at least twice a week related to their learning.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Credentials</p> <p>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>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$0.00</p>

<p>B. CCCS Materials</p> <p>Pupils will have access to materials aligned with California Common Core. The goal for 2017-18 is to have all Language Arts Programs at CAPE common core aligned.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Supplemental & Concentration Grant</p> <p>4110: \$5,500</p> <p>LCFF Base Rate</p> <p>4110: \$60,500</p>
<p>C. CAASPP</p> <p>Teachers will be trained to competently administer the Smarter Balanced assessments to all qualifying students, and technology will support Smarter Balanced testing.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$0.00</p>
<p>D. Technology</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF Base Rate:</p> <p>4400: \$5,000</p> <p>5200 \$500</p> <p>9400: \$15,000</p>
LCAP Year 3			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. CAPE will meet state testing targets as they become available. 2. Students in grades K-3 will use technology at least twice a month related to their learning. 3. Fourth through eighth graders will use technology at least twice a week related to their learning. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Credentials</p> <p>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>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0.00</p>
<p>B. CCCS Materials</p> <p>Pupils will have access to materials aligned with California Common Core. The goal for 2018-19 is to have all History/Social Studies Programs at CAPE common core aligned.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant</p> <p>4110: \$5,500</p> <p>LCFF Base Rate</p> <p>4110: \$60,500</p>
<p>C. CAASPP</p> <p>Teachers will be trained to competently administer the Smarter Balanced assessments to all qualifying students, and technology will support Smarter Balanced testing.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0.00</p>

<p>D. Technology</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>4400: \$5,000</p> <p>5200 \$500</p> <p>9400: \$15,000</p>
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GOAL:	Goal 4: Facilities will be physically safe, students will feel emotionally safe, and all stakeholders will collaborate as partners in the students' education.		Related State and/or Local Priorities: X 1 _2 X3 _4 _5 X6 _7 _8 Local: Citizenship
Identified Need:	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.		
Goal Applies to:	Schools:	Camarillo Academy of Progressive Education (CAPE)	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. CAPE will be 100% compliant with all items on the Facility Inspection Tool. 2. Students' families will average 35 hours of volunteer time for the year. 3. CAPE will provide communication opportunities for families each month through Chatter Time. PTSO meetings and Board of Directors' Meetings. 4. 100% of students will receive educational resources as related to character education/social skills. 5. 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. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>A. Facilities</p> <p>School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>5630: \$5000.00</p> <p>4370: \$14,000</p>
<p>B. Volunteers</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>5300: \$600</p>
<p>C. Communications</p> <p>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, flyers and automated phone calls.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>2400: \$500</p> <p>4350: \$1,300</p>
<p>D. Social Skills</p> <p>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.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate:</p> <p>4310: \$2,500</p>

<p>E. Social Emotional</p> <p>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).</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant:</p> <p>1200: \$12,800</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. CAPE will be 100% compliant with all items on the Facility Inspection Tool. 2. Students' families will average 35 hours of volunteer time for the year. 3. CAPE will provide communication opportunities for families each month through Chatter Time. PTSO meetings and Board of Directors' Meetings. 4. 100% of students will receive educational resources as related to character education/social skills. 5. 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Facilities</p> <p>School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate</p> <p>4400: \$20,000</p> <p>4370: \$14,000</p>

<p>B. Volunteers</p> <p>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 PTSO volunteer coordinator.</p>	<p>CAPE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate 5300: \$600</p>
<p>C. Communications</p> <p>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 and flyers.</p>	<p>CAPE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate: 2400: \$500 4350: \$1,300</p>
<p>D. Social Skills</p> <p>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.</p>	<p>CAPE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate: 4310: \$2,500</p>
<p>E. Social Emotional</p> <p>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).</p>	<p>CAPE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant: 1200: \$12,800</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. CAPE will be 100% compliant with all items on the Facility Inspection Tool. 2. Students' families will average 35 hours of volunteer time for the year. 3. CAPE will provide communication opportunities for families each month through Chatter Time. PTSO meetings and Board of Directors' Meetings. 4. 100% of students will receive educational resources as related to character education/social skills. 5. 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Facilities</p> <p>School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>LCFF Base Rate</p> <p>4400: \$20,000</p> <p>4370: \$14,000</p>
<p>B. Volunteers</p> <p>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 PTSO volunteer coordinator.</p>	<p>CAPE</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>LCFF Base Rate</p> <p>5300: \$600</p>

<p>C. Communications</p> <p>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 and flyers.</p>	<p>CAPE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate: 2400: \$500 4350: \$1,300</p>
<p>D. Social Skills</p> <p>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.</p>	<p>CAPE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Rate: 4310: \$2,500</p>
<p>E. Social Emotional</p> <p>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).</p>	<p>CAPE Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplemental & Concentration Grant: 1200: \$12,800</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

Original Goal from prior year LCAP:	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.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<ol style="list-style-type: none"> 1. The STAR 360 benchmark assessments will indicate that, on average, students are mastering the skills required at their grade levels. 2. CAPE will meet or exceed a 96% attendance rate. 3. Less than 10% of students will be chronically absent. 4. Suspension and expulsion rates will less than 2%. 5. The drop-out rate in middle school will be zero. 6. Respondents to a family survey will reflect that the majority of CAPE families understand CAPE's intrinsic motivation philosophy. 		<ol style="list-style-type: none"> 1. The STAR 360 benchmark assessments indicated that, on average, students are mastering the skills required at their grade levels. 2. CAPE meet the 96% attendance rate. 3. Less than 8% of students were chronically absent. 4. Suspension and expulsion rates were at less than 1%. 5. The drop-out rate in middle school will be zero. 6. Respondents to a family survey will reflect that the majority of CAPE families understand CAPE's intrinsic motivation philosophy.

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>Teachers will be trained in Storyline and Project-Based Learning and will use these methods in their classrooms regularly. K-5 teachers will be trained in and will use Everyday Mathematics.</p>		<p>LCFF Base Rate: 5200: \$6,000</p>	<p>CAPE sent 10 (out of 22) teachers to a week long training for Everyday Math.</p> <p>Three kindergarten teachers attended a 2 day kindergarten conference.</p> <p>Two teachers attended ALICE (active shooter training).</p> <p>CAPE sent 10 teachers to the 2-day California Charter Association Conference.</p> <p>Three teachers will attend CHAMPS (classroom management) training in June 2016.</p> <p>Three teachers attended the State Math Conference and Four teachers attended the State Science Conference.</p> <p>All teachers were trained in Second Step our social emotional program.</p>		<p>LCFF Base Rate: 5200: \$8,124</p>
Scope of service:	<p>All Grades: All</p>		Scope of service:	<p>CAPE Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>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.</p>		<p>PTSO Fundraising</p> <p>5812: \$33,000</p>	<p>Teachers provided their classes with field trips that enhanced the curriculum and learning from the classrooms.</p>	<p>PTSO Fundraising:</p> <p>5812: \$33,564</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>CAPE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Report cards will reflect not only traditional measurements, such as tests, but also other forms of academic performance, such as demonstrations, performances and exhibitions.</p>		<p>\$0.00 Expense allocated</p>	<p>Teachers meet on October 20, 2015 by grade level to go over the report card for the grade level and make any changes or improvements.</p> <p>The curriculum crew also looked at the scope and sequence of all report cards during their November meeting.</p>	<p>\$0.00</p>

Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		\$0.00 Expense allocated	Administration released a new promotional video at the December 14, 2015 Board Meeting. This video was shown at all orientation/tour meetings held for the community each Friday from January 8, 2016 to February 19th, 2016. Administration is working on a new handbook that will emphasize the intrinsic motivation philosophy for the start of the 2016-2017 school year.		LCFF Base Grant: 5850: \$1,500
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>CAPE will invest in a marketing campaign that will help inform the community about CAPE and the lottery process. Information will be available in both English and Spanish. CAPE would like to increase the number of EL families involved in the CAPE lottery.</p>		<p>\$0.00 Expense allocated</p>	<p>Administration had a promotional video created to promote CAPE.</p> <p>The CAPE Brochure was also redesigned to better explain the philosophy of CAPE.</p> <p>CAPE is not allowed to give a language survey with the lottery applications or have a way to indicate EL status on lottery applications. Therefore we cannot report on an increase or the exact number of EL families participating in the CAPE lottery</p>	<p>LCFF Base Grant: 5850: 595.00</p>
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service: CAPE Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>At least one round table meeting for teachers and parents will be scheduled this year where an outside speaker will present research on homework, including its benefits, detriments, quantity, quality, etc.</p>	<p>LCFF Base Rate 5850: \$1,500</p>	<p>The goal was to have a round table discussion specifically related to homework. CAPE was unable to get an impartial outside speaker to mediate between the parent and teacher groups. We discussed homework at multiple chatter times and teachers held individual conferences with parents who had questions or concerns regarding homework.</p> <p>CAPE did provide three parent education nights during the 2015-2016 school year.</p> <p>The first event was held in September 2015 at 6pm and was a presentation by the 10 teachers who attended the Everyday Math Conference. They explained all the aspects of the Everyday Math program (including the homework component). 97 parents attended the Everyday Math Parent night.</p> <p>The second event was also held in September 2015. This was a Parent Technology Informational Meeting for Middle School Parents. 31 parents attended the event which was presented by two middle school teachers. The purpose of the evening event was to educate parents on the educational websites their students would be required to use and how to log in to Jupiter Grades to access progress reports and grades for their child.</p> <p>In April of 2016, CAPE provided a parent night by outside speaker Ms. Caitlyn (Miss Ventura County) on cyber bullying and prevention from a parents' point of view. 41 parents participated in the cyber bully parent education night.</p>	<p>\$0.00</p>	
<p>Scope of service:</p>	<p>All Grades: All</p>	<p>Scope of service:</p>	<p>CAPE Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<ol style="list-style-type: none"> 1. CAPE will continue to give the Benchmark 360 assessment 4 times per year. The test is given at the beginning of the year and at the end of each trimester. Teachers are able to access prior year test scores to track changes. Teachers have reported that they need more time with the data and more knowledge of how to read all the reports. CAPE wants to use these assessments to drive instruction and help with individual academic improvements. 2. CAPE will continue to communicate the importance of school attendance. 3. From meeting with parents and teachers, administration will work on communication with parents regarding chronic absences and excessive tardies. 4. The promotional video that was created to help new families understand the CAPE philosophy will be played next year at the school's Back to School Night. All families will also be given the new CAPE information brochure. A newly updated CAPE Student Parent Handbook will be created for the 2016-2017 school year. 	

<p>Original Goal from prior year LCAP:</p>	<p>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.</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Grades: All</p>	<p>Applicable Pupil Subgroups: All</p>

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<ol style="list-style-type: none"> 1. A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern. 2. A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude. 3. 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. 4. 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. 		<ol style="list-style-type: none"> 1. A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern. 2. A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude. 3. 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. 4. 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.

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students. The math intervention program that was piloted last year for middle schoolers will be expanded, taking into account the developmental needs of each grade level.		Supplemental & Concentration Grant 4110: \$2,000 2100: \$14,000	CAPE purchased IXL math and language arts, Zingy Science, Accelerated Reading, and Write to Learn online programs for all students. Students had both at home access and access on campus. These programs are student specific and provide both intervention and challenge. CAPE implemented and purchased an afterschool math intervention program. All teacher participated, which allowed for an average of 3 students per 1 teacher ratio for the program. The program ran for 2 weeks, 4 days per week. We used the Benchmark 360 scores to show initial baseline and followed by another Benchmark 360 score to show growth. All students who participated showed growth in the area of mathematics according to the Benchmark 360 scores. 46% showed significant growth. We were also curious about the retention of information over time. The teachers and administration reviewed the end of the year math assessment scores to see if the students who participated in the program still showed growth. 97% of the students who completed the math intervention improved in their end of the year Benchmark 360 scores from second trimester.	LCFF Supplemental & Concentration Grant 4310: \$11,747 5200: \$3,403 4210: \$1,359	
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>LCFF Base Rate</p> <p>4310: \$5,000</p>	<p>Teachers used Storyline and Project Based lessons fo differentiation. Seventh and Eighth graders used Active Classroom in their history classes and reported that the program was creative, fun and challenged their critical thinking skills. The teachers who attended the Everyday Math Conference led a staff development class for all the teachers who did not attend on how to differentiate and challenge students using the new Everyday Math curriculum.</p>	<p>LCFF Base Rate</p> <p>4310: \$5,579</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>CAPE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>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.</p>		<p>LCFF Base Rate</p> <p>5200: \$1,000</p>	<p>Teachers were trained in techniques for teaching English-Language Learners and incorporated that training into the classrooms. Ten teachers attended the Everyday Math Conference in San Francisco and attended workshops specifically tailored to the needs to EL students. Those teachers reported back during a staff development training to the rest of the staff. Eight teachers and administration attended the California Charter Schools Conference and attended breakout sessions and workshops specifically on EL students and how to increase academic success. The teachers who attended reported back to their colleagues during grade level meetings.</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>5200: \$1,000</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>CAPE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Teachers will collaborate across grades to create a scope and sequence for materials and will research protocol for the purpose of evaluating resources.</p>		<p>\$0.00 Expense allocated</p>	<p>Teachers collaborated across grades to create scope and sequence. Two CAPE teachers attended a day long language arts adoption fair and reported back their findings to the CAPE staff. All teachers went over to the VCOE library to view the language arts curriculum available for common core. Teachers filed out evaluation forms for the curriculum and discussed both in grade levels and as a whole staff.</p>	<p>LCFF Base Rate</p> <p>1170: \$212</p>

Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		LCFF Base Rate: 5850: \$1,000	Teachers were trained in a common writing curriculum. CAPE hired an outside consultant from South Coast Writing to do a half day staff development. Teachers were given time during grade level meetings and staff meetings to go over writing genres and best practices. The middle school teachers worked on creating anchor papers and equaling out grading across the grades and teachers.		LCFF Base Rate: 5200: \$625
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Teachers will share information and best practices across subject areas and grade levels to improve overall teaching methods.		\$0.00 Expense allocated	Teachers shared information and best practices in both weekly grade level meetings and also at staff meetings held each week. Three teachers were provided with sub release time to observe another teachers teach a lesson (this opportunity was available to all teachers).		LCFF Base Rate 1170: \$180
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities.		Fundraising, PTSO \$5,000	CAPE had Pacific Camps teach PE lessons in grades K-5. They utilize the SPARKS PE program which teaches cooperation instead of competition. In grades 6-8, CAPE piloted a new PE program. CAPE hired outside consultants to teach a different physical fitness activity for one day each week (rotating each trimester). The students reported loving the new PE program. This year they had: running, nutrition, flexibility training, Zumba, volleyball, basketball, field hockey, lacrosse, tennis, MMA, and Taekwondo.		LCFF Base Grant 5851: \$7,088
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.</p>		<p>LCFF Base Rate:</p> <p>1110: \$5,500</p>	<p>Students in grades K-3 learned a basic understanding of music and learned how to read music and how to count music. The students put on a performance in June to show the parents their knowledge. Parents and students both reported positive praise for the new program.</p>	<p>LCFF Base Rate</p> <p>2100: \$5,756.25</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>CAPE</p> <p>Grades: K, 1st, 2nd, 3rd</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

An after-school performing arts program will be offered for grades 4-8.		LCFF Base Rate: 2100: \$8,000 4310: \$10,000	Thirty-nine students in grades 4-8 participated in the 2015-2016 performing arts program. Under the direction of Hailey and Steven Silvers the students performed Seussical Junior. CAPE purchased a new performance stage and new lighting for the program.	LCFF Base Rate 2100: \$5,510 4400: \$7,940
Scope of service:	All Grades: All		Scope of service: CAPE Grades: 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Students will take part in mini-courses twice a year, with each mini-course offering four one-hour sessions.		Fundraising, PTSO \$6,000	All students participated in mini-courses twice during the 2015-2016 school year (once during the fall and once during the spring). This program is run and paid for by the CAPE PTSO.	\$0.00
Scope of service:	All Grades: All		Scope of service: CAPE Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>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.</p>		<p>LCFF Base Rate:</p> <p>1110: \$5,500</p>	<p>Band was a required half-year course for fourth graders, called, Build a Band. To help build the band program and offer more specific learning opportunities, the voluntary band program was altered to be a fifth grade band and a middle school (6-8) grade band. Twenty-one students participated in the voluntary band program. Students had 3 performances during the school year.</p>	<p>LCFF Base Rate</p> <p>2100: \$5,789</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>CAPE</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Junior Great Books will be offered as a pull-out program led by parent volunteers. Trainings will be provided to parent volunteers. Books will be purchased for students if needed.</p>		<p>Fundraising, PTSO \$500</p>	<p>This program is run and paid for by the CAPE PTSO. Students in grades 2-8 participated. This year 39 students participated in the program.</p>	<p>\$0.00</p>

Scope of service:	All Grades: All		Scope of service:	CAPE Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
All classes will receive monthly presentations on the artist and composer of the month.		LCFF Base Rate: 4310: \$2,000	All classes grades K-8 studied the same composer and same artist each month. Students created an art piece to represent each artist studied. CAPE had an art walk to showcase all the different artists and sample of student projects at our Open House in June.		LCFF Base Rate 4310: \$3,521
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

School-sponsored after-school, competitive sports teams will be organized for students in grades 6-8.		LCFF Base Rate: 1170: \$9,000 4390: \$1,000	CAPE participated in the sports league with other "like" schools. We had the following sports offered to all students in grades 6-8: Girls Volleyball, Co-Ed Football, Co-Ed Soccer, Boys Basketball and Girls Basketball. CAPE also participated in the local track and field program for students in grades 4-8. Seventy-Five students participated in the sports league(many of them participating in multiple sports).		LCFF Base Grant 5851: \$6,367 4390: \$3,835
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: 4th, 5th, 6th, 7th, 8th	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

What changes in actions, services, and expenditures

1. CAPE will be removing Mini Courses and Junior Great Books from the LCAP. Both these program are extremely important to the philosophy of CAPE and are not being removed from the school (they both appear in our Charter document as well). We are removing them from the LCAP because they are run by and paid for by the CAPE PTSO.

2. Teachers need to define the term "focus area of concern". Administration held monthly SST meetings (School Study Team). From those meeting 5 students were tested for academic disabilities and all 5 students qualified for special education support under an IEP. The teachers and administration are looking for a more structured after school intervention program to impletment in the 2016-2017 school year. The piloted program that was successful for the 2014-2015 school year with grades 6-8 was modified and used for intervention for the 2015-2016 school year. It did not see the academic results that we had hoped.

3. Students self reported their academic success and how they felt about being challenged. The majority of students interviewed felt that the Storylines and Project Based Learning Units in their classes gave them opportunities to explore and go into depth on topics that interested them. Teachers and administration will continue on working with students to increase knowledge and depth and not simply providing additional worksheets or assignments.

4. CAPE administered the CELDT test in September to 9 students who were classified as EL from either prior CELDT scores or their language survey completed for entry into CAPE. Of those 9 students, 7 have been reclassified.

Original Goal from prior year LCAP:	To prepare students to be competitive in high school and beyond, CAPE will meet state standards, and students will be well-versed in technology.			Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All			
	Grades:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	1. CAPE will meet state testing targets as they become available. 2. Students in grades K-3 will use technology at least twice a month related to their learning. 3. Fourth through eighth graders will use technology at least twice a week related to their learning.		Actual Annual Measurable Outcomes:	1. CAPE will meet state testing targets as they become available. 2. Students in grades K-3 will use technology at least twice a month related to their learning. 3. Fourth through eighth graders will use technology at least twice a week related to their learning.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
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.		\$0.00 Expense allocated	All CAPE teachers hold a valid California Teaching Credential and are assigned to teach in their credentialed area.		\$0.00
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Pupils will have access to materials aligned with California Common Core. The goal for 2015-2016 is to have all Mathematics at CAPE common core aligned.</p>		<p>Supplemental & Concentration Grant</p> <p>4110: \$4,500</p> <p>LCFF Base Rate</p> <p>4110: \$60,500</p>	<p>Big Ideas Math Course 1, Math Course 2, Math Course 3 and Integrated Math were purchased for students in grades 6-8. Everyday Math 4 was purchased for every student in grades K-5. All math classes at CAPE are being taught with common core aligned textbooks.</p>	<p>LCFF Supplemental \$ Concentration Grant</p> <p>4110: \$10,246</p> <p>LCFF Base Rate</p> <p>4310: \$40,436.34</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>CAPE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Teachers will be trained to competently administer the Smarter Balanced assessments to all qualifying students, and technology will support Smarter Balanced testing.		\$0.00 Expense allocated	OUHSD sent over their director of testing and accountability to train all CAPE teachers and support staff that were administering the Smarter Balanced or CAASPP test (students in grades 3-8 take this statewide test). Teachers also watched the training videos provided by the state of California on how to properly administer this test.		\$0.00
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Report cards will reflect California Common Core with a focus on math and science this year.		\$0.00 Expense allocated	Report Cards were evaluated and altered to meet the new common core standards and new math curriculum.		\$0.00
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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.		LCFF Base Rate: 4400: \$5,000 5200 \$500 9400: \$15,000	CAPE purchased IPADS to have a 1:1 ratio in all grade levels (K-8). CAPE also purchased Keyboarding Without Tears and keyboards to teach proper keyboarding to students in grades 2-5. Keyboards were also purchased for students in grades 6-8. Each classroom has an Interactive SmartBoard.		LCFF Base Rate: 4400: \$123,762
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	<p>1. Instead of just saying that CAPE will meet state testing targets as they become available, CAPE would like to use the state testing to drive instruction. This is the second year that we have taken the CAASPP and we would like to have more time to work in collaborative groups to view the data. The teachers have communicated that they need training to fully understand the new scoring system and how to read the results.</p> <p>2. Technology was imbedded in lessons daily in all grade levels. The CAPE teachers stressed "producing" using technology instead of "consuming" technology. Students created comic life presentations, PowerPoint, webquests, and a variety of other presentations.</p> <p>3. CAPE hired a full time IT manager who has expressed an interest in involving interested middle school students an opportunity to work on coding and computer repair and upgrade. He taught a mini course to a group of 10 middle school students in the spring. He also had a student help with the rebuilding of a computer. The middle school students who participated were very excited by the opportunity and reported that they hoped to become even more involved.</p>				

Original Goal from prior year LCAP:	Facilities will be physically safe, students will feel emotionally safe, and all stakeholders will collaborate as partners in the students' education.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. CAPE will be 100% compliant with all items on the Facility Inspection Tool. 2. Students' families will average 35 hours of volunteer time for the year. 4. One Chatter Time meeting will be held each month with an average attendance, excluding administration, of 20. 5. Average attendance at board meetings, excluding board members, will be 10. 6. Teacher retention rate will be 95% or higher. 7. 100% of students will receive educational resources as related to character education/social skills. 8. 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. 		<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. CAPE is 100% compliant with all items on the Facility Inspection Tool - CAPE received the report in January and has corrected all areas of concern as indicated on the report. 2. According to our Keep-n-Track system, our families averaged 36.5 hours of volunteer time. 4. One Chatter Time meeting will be held each month. The average number of parents who attended each meeting was 23 (with the highest chatter time being May 3 with 36 parents in the attendance). 5. Average attendance at board meetings, excluding board members was 45. 6. CAPE had two teaching positions open up during the school year (both positions were filled quickly by a qualified credentialed teacher). This dropped our retention rate to 91%. 7. 100% of students received educational resources as related to character education/social skills. 8. Students participate positively within the CAPE community and the larger, surrounding community, preparing them for a lifetime of positive contributions to society.

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.		LCFF Base Rate 2200: \$97,000 4370: \$14,000	CAPE passed the safety inspection in January 2016. The facilities are reported to be in good condition with on-going maintenance addressed as needed.		LCFF Base Rate 2200: \$89,905 4370: \$11,880
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		LCFF Base Rate 5300: \$600	According to our Keep-n-Track system, our families averaged 36.5 hours of volunteer time.		LCFF Base Grant 4300: \$599

Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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, flyers and automated phone calls.		LCFF Base Rate: 2400: \$1,800	CAPE did not send automated phone calls, from a parent survey at the beginning of the year it was decided to save automated phone calls for emergency use only. All agendas were posted outside the school and on the website for all Board meetings. Administration will work with PTSO on posting their agenda on the PTSO board outside the school during the 2016-2017 school year.	LCFF Base Rate 2400: \$500 4350: \$1,146	
Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>CAPE will focus on good citizenship, which may include activities connected to CAPE's 10 Character Traits; "Big Buddies"; a range of conflict-resolution activities; and community service projects. CAPE will purchase a school wide social skills curriculum that could include assemblies, as well as videos and discussion in the classroom.</p>		<p>LCFF Base Rate:</p> <p>4310: \$2,500</p>	<p>CAPE has purchased the Second Step Program to be implemented in all classes grades K-8.</p> <p>Students in grades 6-8 had an assembly called Project R put on by the ARC foundation in June 2016.</p> <p>Students in grades 4-8 had an assembly on cyber bullying presented by Miss Ventura.</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>4310: \$1,980</p> <p>LCFF Base Grant</p> <p>4310: \$2,616</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>CAPE</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>A part-time school counselor will be hired to work with students individually or on a one-to-one basis. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).</p>		<p>Supplemental & Concentration Grant:</p> <p>2300: \$10,000</p>	<p>A part-time counselor was hire by CAPE. She held office hours every Monday during the school day. She saw on average 10 kids per day with a total of 35 students on her case load for the 2015-2016 school year.</p>	<p>LCFF Supplemental & Concentration Grant</p> <p>1200: \$6,020</p>

Scope of service:	All Grades: All		Scope of service:	CAPE Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			
What changes in actions, services, and expenditures	<ol style="list-style-type: none"> 1. CAPE is looking for a new volunteer tracking system that provides better feedback. The Keep-n-track system broke down many times during the year and parents had a hard time imputing their hours from home (this caused many reporting errors because parents gave up trying to record their hours and lowered the actual average of volunteer hours for CAPE) 2. To increase attendance at Chatter Time, parents suggested that coffee be served. The coffee cart is wheeled down to the CCR for each chatter time. We also have our office manager make a school wide announcement that chatter time is starting and anyone on campus is welcome to join. CAPE is purchasing a new digital sign for outside the school, we hope that this will also help remind families about the meetings. 3. Although the average attendance at board meetings was 45, the majority of the audience left after being honored by the Board of Directors. A more accurate average attendance count would be 8. That would be how many audience members stayed the entire board meeting on average. 4. Teacher retention is also very important to CAPE. One of the teachers who left her teaching contract was hired to be an assistant principal at another school, and CAPE would never stand in the way of a teacher's professional tract. The other teacher who left her teaching contract decided to stay home to raise her children. CAPE is a family and supported her decision to stay home. 5. CAPE will continue to implement Second Step as a social skills curriculum. Teachers spent staff meetings sharing best practices and communicating implementation during the spring of 2016. A plan has already been set in place to continue to grow this program and include the campus supervisors and other support staff. 				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	43762
CAPE expended approximately \$35K in supplemental and concentration funds in FY15-16. 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 FY16-17, CAPE must allocate a targeted amount of \$43,762 for continued support and services for these unduplicated students groups. This represents an increase of 1.1% over FY15-16.	

- B. In the box below, 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).

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). 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.

1.10	%
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 1.10% as compared to the services provided to all pupils. This proportionality percentage is met as demonstrated by the increases in allocations.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).