

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Camarillo Academy of Progressive Education

## Contact Name and Title

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Camarillo Academy of Progressive Education (CAPE) is a K-12 charter school that expands upon the "Open School" philosophy that thrived in Camarillo for over 30 years, first at Bedford Open School and then at Los Senderos Open School. CAPE is expanding to grades 9-12 for the 2017-2018 school year building upon the successful K-8 program that has been in existence since 2006.

Focusing on the California Common Core Standards, this progressive education operates on the premise that children learn best when:

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

CAPE opened its doors in September 2007 after the Oxnard Union High School District (OUHSD) Board of Trustees voted unanimously in June 2007 to approve CAPE's charter application. The charter school plans to serve approximately 576 students for the 2017-18 school year. Currently, CAPE leases facilities from the Pleasant Valley School District (PVSD), which is the elementary district of residence of most of the school's students.

CAPE serves a region in Ventura County known as the Oxnard Plain, which is one of the world's most

important agricultural centers, with distinctions as one of the nation's leading producers of strawberries and lima beans. The area is home to nearly 300,000 residents, two U.S. Navy bases, the Port of Hueneme (which is the busiest commercial port between Los Angeles and San Francisco) and California State University at Channel Islands. CAPE serves a diverse community: agricultural and industrial, rural and suburban.

The CAPE Philosophy is based upon a set of beliefs about children and how they learn. Children have a natural curiosity, a desire to please, and are motivated to learn. Further, these assets may be capitalized upon by careful planning to make education both interesting and successful. Thus, CAPE produces students with a life-long interest in learning, with solid experience in self-direction and goal selection, and with the confidence to succeed. The students learn the value of community membership and are equipped with the requisite skills: intellectual, physical, social, and emotional.

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

#### CAPE' s School Wide Learning Outcomes

- Every student will achieve academic success
- Every student will be a conscientious and effective communicator
- Every student will positively contribute to CAPE and beyond

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

CAPE is expanding into grades 9-12 for the 2017-2018 school year.

CAPE will continue to offer teachers trainings specific to their strengths, weaknesses or school needs.

CAPE will offer loaner technology to any student who cannot access technology outside of the school day.

CAPE will expand on the existing theatre program to provide opportunities for more students especially those interested in the backstage of the theatre world.

CAPE will expand on the existing music program and offer more opportunities for students to become involved in music and explore different instruments.

CAPE will continue the Spanish program implemented in the 2016-2017 LCAP.

CAPE will continue to offer California common core standards curriculum with course access to all students and identified subgroups.

CAPE will have a computer adapted normative assessment program to be give at least 3 times per year to all students. Information from these benchmarks will help drive instruction and provide meaningful data to meet subgroup needs on a regular basis not just after state testing identification.

CAPE teachers will be trained in data team analysis and how to implement differentiation both intervention and depth to student subgroups.

# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The CAPE community was very excited when the new California Dashboard was available online. CAPE received the California Gold Ribbon Award in the spring of 2016 and also completed our mid cycle WASC review. We had an increase in test scores across the grade levels in third through eighth as reported from the CAASSP. Almost all areas of the dashboard showed blue circles indicating that CAPE is on target for academic success.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Although the majority of the dashboard showed blue circles, CAPE did have areas to improve as indicated with green or yellow circles (CAPE did not have any orange or red performance leveled circles). One area that needs improvement is English Language Arts (grades 3-8) for our sub population of students with disabilities. This sub population also needs improvement in Mathematics (grades 3-8). Another area this is shown in green is our English Language Arts (grades 3-8) for students who are Hispanic. CAPE does not have a large enough English learner population to be shown as a subgroup on the dashboard, but from data team research, CAPE also feels that it is important to improve the English Language Arts program for our student subpopulation of English Learners.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

CAPE did not show any performance gaps for any student group as related to the LCFF Evaluation Rubric. Please see above for areas that CAPE will focus on as related to student achievement.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

CAPE will continue to work on teacher trainings as related to English learner students. CAPE will offer an afterschool intervention program during the school year that will support all students and be of no cost to the CAPE families. CAPE will have loaner technology available for any student who does not have access to technology outside of the school day. CAPE will support furthering all student's education by offering every 8th and 9th grade CAPE student to take the PSAT 8/9 at CAPE for no charge, the PSAT 10 will also be given free of charge to any 10th grader enrolled at CAPE.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,554,041 Budget for the 2018-2019 school year

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$87,666.00 Estimated Budget for the 2018-2019 school year

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures include costs associated with running the school, including but not limited to teacher salaries, support staff salaries, administrator salaries, staff benefits, student materials and supplies, operational systems, maintenance, facilities and other costs.

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$4,444,841( \$4,357,175 - BASE / 87,666 - SUPPLEMENTAL) Estimated Budget for the 2018-2019 school year

# Annual Update

**LCAP Year Reviewed:** 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Students will discover the joy of learning and retain what they have learned through hands-on learning, resulting in students being self-motivated and engaged in their own education.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 3, 4, 5

**Local Priorities:** Intrinsic Motivation

## Annual Measurable Outcomes

**Expected**

CAPE will meet or exceed a 96% attendance rate.

**Actual**

CAPE did meet the goal of an average daily attendance rate of 96%. This was a very difficult year though with many outside factors affecting attendance (including but not limited to the Thomas Fires that caused schools in the area to close and many families displaced).

**Expected**

Less than 10% of students will be chronically absent

Suspension and expulsion rates will be less than 2%

The dropout rate will be zero

CAPE will enroll between 1-10 students in grades 9- 12

**Actual**

This is an area that CAPE will continue to work on. Although we have hit our target, we would like to see the percentage lower. The Thomas Fires and poor air quality were a factor in absence rates for the 2017-2018 school year.

CAPE continues to believe that finding the root of the issue and developing a comprehensive plan of action with both the student and their parent(s) is more beneficial than suspension. But in certain circumstances, when student safety is at risk, suspension along with the comprehensive plan is needed. CAPE did not suspend more than 2% of their student body during the 2017-2018 school year.

CAPE reports that no students dropped out of school during the 2017-2018 school year.

CAPE enrolled 4 students for the 2017-2018 school year. One student did decide to return to a traditional brick and mortar high school which left the high school enrollment for CAPE at 3 (one tenth grader and two eleventh graders).

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

### Planned Actions/Services

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

### Actual Actions/Services

CAPE held 4 staff development training days at the beginning of the 2017-2018 school year. The staff development topics included intervention, Lucy Caulkins Readers and Writers Literacy Program, CAPE philosophy, and suicide prevention. CAPE hired teacher new to the profession and partnered her with an existing teacher for beginning teacher support.  
(CHAMPS, CANGSS, UCLA LIT SESSIONS, PEARSON ONLINE, CPR)

### Budgeted Expenditures

Total = \$8,000  
  
LCFF Base Rate \$5,000  
Supplemental and Concentration Rate \$3,000

### Estimated Actual Expenditures

\$2,240.00 (Off-Site Training)  
\$1,500 (BTSA - Beginning Teacher Support)  
\$37,037.84 (4 PD Days at Daily Rates)

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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.

Students were given an opportunity to attend a number of field trips relating to grade specific curriculum. To name a few: La Purisma, Wolf Museum, Painted Pony, Body Worlds, Chumash Indian Museum, Washington DC, Knotts Berry Farm, Medieval Times, The Nutcracker, Pumpkin Patch, Underwood Farms, Into the Woods, Hill Canyon, Gold Rush, Santa Barbara Zoo, Catalina). Field trips were funded on a donation basis and anyone who could not donate was covered completely. All students in grade 4 attended a theatrical experience including a behind the screens look at theater and costume design and seeing a live action musical.

Total = \$30,000  
 LCFF Base Rate: Fundraising/  
 Donations 29k LCFF  
 Supplemental Concentration 1k

\$30,813.45

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

CAPE took out numerous ads in the Happenings Magazine (a local magazine for Camarillo residents). CAPE also had ads in promotional fliers for events happening in Ventura County (including Camarillo Academic Olympics).

Total = \$500  
LCFF Base Rate \$500

\$852.00

#### **Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CAPE will focus a campaign that will help inform the outer community, specifically students from Spanish speaking families and low income households, about CAPE and the lottery process.

CAPE took out numerous ads in the Happenings Magazine (a local magazine for Camarillo residents). CAPE also had ads in promotional fliers for events happening in Ventura County (including Camarillo Academic Olympics). The CAPE Website was updated to include more information to be readily available. CAPE utilized Facebook to push our more information and used Facebook BOOSTS to filter information through "moms of...." groups. The CAPE student handbook was updated.

Total = \$500

LCFF Base Rate

\$8473.90

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

CAPE was able to provide many opportunities for adult, student and family assemblies or evening events. Included in the 2017-2018 assembly line up were: Family Science Night, Author Assemblies, Anti-Bullying Assembly, Extreme Science Performance, Internet Safety Seminar, So You Think You Can Do Science Show and Reptacular Animals

Total = \$7,0000

Supplemental and Concentration Rate

\$7,352.50

## Action 6

### Planned Actions/Services

CAPE will communicate with parents regarding the importance of attending school at least twice during the school year. A student who is 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.

### Actual Actions/Services

CAPE sent out two letters to the parent population regarding the importance of attendance. Once at the beginning of the year and once after winter holiday break. Phone calls regarding absences and tardies were made at the end of each day (automatic robo calls) if a student was not marked as present on the daily attendance sheets.

### Budgeted Expenditures

\$0

### Estimated Actual Expenditures

\$0

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services within goal #1 were met. Even with the challenges of the surrounding area (the Thomas Fire which was a state emergency and caused CAPE to close for 10 days), CAPE was able to meet its daily attendance rates. CAPE saw an increase in medical conditions as a result to air quality that caused more students to miss school days than in past years.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions within the goal are essential components to academic achievement and growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CAPE's budgeted expenditures and estimated expenditures for goal #1 were on target.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CAPE will focus on attendance and chronic absenteeism for the 2018-2019 school year. The CAPE population loves to travel and with changes to the independent study policy put forth by the CAPE Governing Board in the fall of 2017, CAPE saw an increase in absent days. The policy was meant to deter families from pulling students out of school for family trips, but during year 1 of implementation, parents continued to pull students out of school but did not do independent study. CAPE will focus on communication with parents regarding the importance of attendance and how many tardies and absences their child has on file (a monthly report total will be sent home).



## Goal 2

CAPE will seek to provide a well-rounded education that includes not only academic content, but also education in the arts, music, physical fitness and other areas, while tailoring instruction to the individual backgrounds, abilities and interests of all children, including low achievers, high achievers and English- language learners.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

A majority of low- performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.

A majority of high- performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.

### Actual

All students who received intervention through CAPE did have in increase as shown in the Benchmark 360 assessments. CAPE will continue to strive for all students to be at grade level.

As reported by student survey, students were given many opportunities during the school year to achieve greater depth and complexity while studying language arts, math, science and social studies.

**Expected**

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.

**Actual**

CAPE was able to reclassify more than 75% of English-Language learners. This was the first year of the ELPAC implementation (a test given to identified EL students in the spring to check on progress).

All students were able to participate in a well-rounded education that included opportunities for physical education, music arts and other subjects related to their interests (mini-courses twice per year).

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

Teachers were able to look at the new language arts curriculum and build intervention programs that work within the program. CAPE purchased new benchmark assessments programs to help determine reading levels to best met the needs of students and provide them with opportunities for success at their own level and intervention strategies to get them at grade level reading.

Total = \$14,000  
Supplemental and Concentration Rate

\$15,737.96  
Leveled Literacy Intervention and Benchmark Testing - Heinman

## Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high- achieving students.

Teachers were able to find ways to incorporate higher level thinking skills within the project based and storyline projects in their classrooms. Teachers ere provided with funds to purchase books which sparked the interest of high achieving students and books at a high reading levels than their taught grade level. One of the great benefits of the Lucy Caulkins Reading program is the leveled libraries and teaching students to read at their level rather than to set the bar at grade level.

Total = \$1,000  
LCFF Base Rate

\$300.00  
CIVIC MIRROR COUNTRY  
SUBSCRIPTION  
MRS. FIGS BOOKWORM

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

Teachers shared best practices during staff meetings on ways to meet English-Language learners in their classrooms. Teachers were also given opportunities to visit each other's classrooms to see how lessons were scaffolded for success and how access to prior knowledge was best achieved in the regular classroom.

Total = \$7,000  
Supplemental and Concentration Rate

\$7700.00  
HEINNEMAN - ONLINE LEVELED LITERACY INTERVENTION  
CAL LUTHERAN - ENGLISH PROFICIENCY ADEPT TRAINING

## Action 4

### Planned Actions/Services

Teachers will collaborate within grade level teams and cross grade levels. Teachers will be trained on how to use Data Teams to discuss assessments and use data analysis to drive instruction and share best practices.

### Actual Actions/Services

Teachers meet weekly in grade level teams and at least once per month in cross grade level groups to discuss lesson plans, achievement goals and benchmark data. Teachers discussed benchmark data and how they were going to use the information to drive instruction at the end of each trimester.

### Budgeted Expenditures

Total = \$3,000  
LCFF Base Rate

### Estimated Actual Expenditures

\$3,000.00

## Action 5

**Planned Actions/Services**

Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities. School-sponsored after-school, competitive sports teams will be organized for students in grades 6-8. CAPE will purchase 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.

**Actual Actions/Services**

CAPE held PE classes for all students in grades K-8. Students in grades 6-8 had PE daily for 55 minutes. CAPE participated in a "like schools" league. During the 2017-2018 school year, CAPE had boys and girls basketball, co-ed flag football, girls volleyball, co-ed soccer and co-ed track. New uniforms were purchased for all sporting events.

**Budgeted Expenditures**

Total = \$2,000  
LCFF Base Rate

**Estimated Actual Expenditures**

\$10,584.32  
\$ 7,000.00  
PE SALARIES  
MARK IT PLACE  
SPORTS EQUIPMENT

**Action 6**

**Planned Actions/Services**

Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.

**Actual Actions/Services**

All students in grades K-3 learned and were able to apply the basic understanding of music. Students had a recital in the spring to show parents their new knowledge.

**Budgeted Expenditures**

Total = \$6,000  
LCFF Base Rate

**Estimated Actual Expenditures**

\$6,000.00  
Music Salaries

**Action 7**

**Planned Actions/Services**

An after-school performing arts program will be offered for grades 4-8 in the fall and grades 1-3 in the spring. The program will expand to include a sound/lighting aspect for those students interested in the behind the scenes of theatre.

**Actual Actions/Services**

CAPE offered two opportunities for musical theatre during the 2017-2018 school year. In the fall, students in grades 4-8 were able to participate in the musical Once Upon a Mattress. During the spring, students in grades 1-3 were able to participate in CAPE Sings America and were able to preform at the CAPE 2018 International Fair.

**Budgeted Expenditures**

\$8,000  
LCFF Base Rate

**Estimated Actual Expenditures**

\$8,000.00  
Salaries

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Students will help create and maintain a living outdoor classroom. The kindergarten class will create and maintain a garden to be added to the outside edge of the garden.

The kindergarten class of 2017-2018 created and maintained a small garden within the outdoor classroom. The entire school community read the book "One and Only Fish" and created an outdoor rock river with fish representing CAPE stakeholders (parents, students, teachers, etc). CAPE also placed a piano in the outdoor garden and allowed students to come practice piano during their lunches and recess.

Total = \$2,000  
LCFF Base Rate

\$2675.12  
Jerry Landscaping  
Home Depot  
Camping Wagon

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes.

CAPE was also to provide free instrumental use to all students who were interested in band in grades 4-8. CAPE also provided free instruction and instruments to all fourth graders to try and spark their interest in music.

Total = \$6,000  
Supplemental and Concentration Rate

\$6,000.00  
Music Salaries

### Action 10

#### Planned Actions/Services

All classes will receive monthly presentations on the artist and composer of the month.

#### Actual Actions/Services

All student participated in the month artist and composer of the month program at CAPE. CAPE held an art expo during Open House in the CAPE community room showcasing art from across grade levels and from various artists studied.

#### Budgeted Expenditures

Total = \$3,500  
LCFF Base Rate

#### Estimated Actual Expenditures

\$4,000

### Action 11

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

CAPE will create a task force to look into new human growth and development curriculum and a possible change to the time line of implementation of the program. The task force will present options to the CAPE governing board, which will make the final review and approval of program changes.

CAPE was able to create, purchase and implement a new human growth and development curriculum for the 2017-2018 school year. The board approved the new plan at their regularly scheduled April 2018 board meeting.

Total= \$3,000  
LCFF Base Rate

\$1000.00  
\$1700.00  
HUMAN RELATIONS MEDIA  
PE Salaries

## Action 12

### Planned Actions/Services

CAPE will employ a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 will take Spanish class as an elective class for at least 1/6th of the school year.

### Actual Actions/Services

All students in grades K-8 were exposed to Spanish and taught Spanish Communication skills. This is the second year of implementation of this LCAP action and CAPE is seeing progress as students transition from year to year.

### Budgeted Expenditures

Total = \$20,000  
LCFF Base Rate

### Estimated Actual Expenditures

\$18,000.00  
\$2724.52  
Spanish Salary and Spanish Materials (Books and Art Supplies)

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CAPE met all the actions and service plans associated with Goal #2.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All the action and services were effective in helping CAPE met goal #2.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CAPE was slightly under budget for the Human Growth and Development action plan. All other areas of goal number 2 were within a reasonable range. The actions in goal #2 do incorporate salaries which are subject to the new increase to STRS and PERS. Although CAPE was within range of the budget this year, the budgeted expense in out years will need to increase to allow for the increase to state retirement programs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CAPE will continue to implement the current actions and service plans to met the goal of a well rounded education for all students. From discussions with the local school district, it does appear the the sports league will no longer be run independently and will transfer to a district run sport program but they will continue to allow charter schools to compete. If this is not the case, CAPE will need to create a new sport league in future years for the 6-8 grade sports program. During the 2018-2019 school year CAPE would like to send teachers and administrators to observe classes with a larger population of English-Learners to see techniques and programs that are successful at helping English learners to grasp the English language and scaffold lessons for better academic success and those that help build student confidence levels.



# Goal 3

To prepare students to be competitive in high school and beyond, CAPE will meet state standards, and students will be well-versed in technology.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 4

**Local Priorities:** Technology Proficiency

## Annual Measurable Outcomes

### Expected

At least 70% of CAPE 3- 8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing

At least 70% of CAPE 3- 8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing

### Actual

Over 70% of CAPE 3rd - 8th graders scored at "standard met" or "standard exceeded" as reported by the CAASPP testing scores for spring 2017 in English Language Arts.

Over 70% of CAPE 3rd - 8th graders scored at "standard met" or "standard exceeded" as reported by the CAASPP testing scores for spring 2017 in Mathematics.

**Expected**

All students at CAPE will take a normative referenced test at least 3 times per year

Students in grades K-3 will use technology at least twice a month related to their learning

Students in grades 4-8 will use technology at least twice a week related to their learning

**Actual**

All students at CAPE took a school wide Benchmark test. The norm referenced test has been purchased through Renaissance Learning. Kindergarten students took the Early literacy test 3 times during the school year. First graders took the Early Literacy Test, Reading and Math exams 4 times during the school year. All other grades take the Reading and Math Benchmark exams 4 times during the school year (at the beginning of the year and at the end of each trimester).

Technology has become imbedded into everyday instruction at CAPE. Students in grades K-3 used technology almost daily.

Technology has become imbedded into everyday instruction at CAPE. Students in grades 4-8 used technology almost daily.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual 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.

All CAPE teachers hold and maintain valid California Teaching credentials in the subject areas that they currently teach.

Total = \$0

\$0

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CAPE will adopt Lucy Calkins Readers and Writers for the K-5 language arts program. Supplemental intervention for students who are struggling and students who have been identified as English Learners will be purchased. Grades 6-8 will use the Collection series with supplemental materials purchased to help struggling readers and students identified as English Learners.

CAPE adopted Lucy Caulkins Readers and Writers. This program allows students to read at their own level. All teachers were given supplemental funds to purchase a wide assortment of books to spark interest in their students and books at multiple reading levels. CAPE used Accelerated Reader and IXL language art to help spark excitement in struggling students. Book clubs and other intervention strategies were implemented across grade levels.

Total = \$15,000  
 LCFF Base Rate \$10,000 and Supplemental and Concentration Rate \$5,000

\$11,157.84  
 DELTA ED FOSS KITS  
 FIGS BOOKWORM  
 Renaissance Learning  
 IXL

### Action 3

#### Planned Actions/Services

Teachers will be trained to competently administer the CAASPP assessments to all qualifying students, and technology will support CAASPP testing.

#### Actual Actions/Services

All teachers were trained to administer the CAASPP assessments. Any technology (or technology updated) needed for implementation was purchased and provided to the teachers and students.

#### Budgeted Expenditures

Total = \$1,000  
 LCFF Base Rate

#### Estimated Actual Expenditures

\$4,000.00  
 OUHSD OVERSIGHT COST (10%)  
 HOURLY TEACHERS

### Action 4

#### Planned Actions/Services

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.

#### Actual Actions/Services

All students at CAPE took a school wide Benchmark test. The norm referenced test has been purchased through Renaissance Learning. Kindergarten students took the Early literacy test 3 times during the school year. First graders took the Early Literacy Test, Reading and Math exams 4 times during the school year. All other grades take the Reading and Math Benchmark exams 4 times during the school year (at the beginning of the year and at the end of each trimester).

#### Budgeted Expenditures

Total = \$4,000  
Supplemental and Concentration Rate

#### Estimated Actual Expenditures

\$5,952.22  
RENAISSANCE

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.

CAPE teachers created lesson plans and projects that utilized technology and made the students into producers of technology. CAPE purchased laptops that could be loaned out to families in need of technology at home (especially those enrolled in the online high school program).

Total = \$8,000

LCFF Base Rate (\$4,000) and Supplemental and Concentration Rate (\$4,000)

\$49439.24  
35 LENOVO THINKPADS  
300 IPAD CASE W/KEYBOARDS  
SCANNER  
ADAPTERS  
BATTERIES

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CAPE met all the actions set forth in Goal #3.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions were met and effective toward achieving the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CAPE spent more funds than originally budgeted especially on action #5. The cost of computers and computer repairs was greater than initially planned. CAPE also needed to replace batteries in many of the older laptops. We had a great number of students who needed loaner laptops to complete schoolwork outside of the school day.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CAPE would like to incorporate more career readiness and planning for not only students in grades 9-12 but also for those in grades K-8. CAPE will hold a "career month" in January during the 2018-2019 school year to showcase different career paths. The high school coordinator will be working with 9-12 grade students on tests that show interest levels and career path and colleges that might be a good match.

# Goal 4

Facilities will be physically safe, students will feel emotionally safe, and all stakeholders will collaborate as partners in the students' education.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 6

**Local Priorities:** Citizenship

## Annual Measurable Outcomes

### Expected

CAPE was 100% compliant with all items on the Facility Inspection Tool

CAPE families will average 35 hours of volunteer time each year

### Actual

CAPE was 100% compliant with all terms on the facility inspection tool.

CAPE used a program called Track it Forward to track volunteer hours and also gathered data from teachers and public meetings to determine the average year volunteer hours per family. CAPE determined that the average family volunteered 38.1 hours. CAPE needs to continue to encourage parents to log their volunteer hours. Many parent volunteer hours are under reported.

**Expected**

100% of students will receive educational resources as related to character education/social skills trainings

CAPE students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing for a lifetime of positive contributions to society

**Actual**

100% of students will receive educational resources as related to character education/social skills trainings. CAPE will continue to provide resources through Second Step, Responsive Classroom, Morning Meetings and Leadership.

CAPE created the CAPE Cares Team during the 2017-2018 school year. The team went into action quickly when the Thomas Fires hit the county and caused many families to be displaced.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.

School facilities were maintained in good repair, as measured by the state's Facility Inspection Tool. Any area of concern was corrected and CAPE is in compliance with all facility inspection rules and guidelines. CAPE installed panic buttons throughout the campus and added to the security system. CAPE also allowed Ventura County Sheriff Department SWAT team to conduct a rapid response team training at CAPE. This will allow CAPE access to a very specific designed safety plan to implement during the 2018-2019 school year.

Total = \$10,000  
LCFF Base Rate

\$1,350.00  
\$3,000.00

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

CAPE used Track it Forward, teacher collected data and public meetings to maintain a database of parent volunteer hours.

Total = \$100  
LCFF Base Rate

\$400.00

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CAPE will purchase a new CAPE specific app for smart phones. The new app will push our notifications of events happening on campus. CAPE also purchased a new electronic board in 2016 that will be updated regularly.

Notices of board meetings, board agendas and board minutes will be distributed both in print and electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, the push notifications on the CAPE app, on the electronic message board, flyers and automated phone calls.

CAPE launched the smart phone app in January of 2018. A weekly vertical response email was sent out to all parents via BlackBoard communications. All governing board agenda and minutes were available via the CAPE website and posted outside the office.

Total = \$10,000

LCFF Base Rate

\$10,000.00

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

CAPE launched the CAPE Cares program in December of 2017. This was a community service program that had gathered interest in the CAPE community and was ignited by the need to help those who were displaced and in distress due to the Thomas Fires. CAPE continued to implement Second Step for social emotional education in grades K-8.

Total = \$1,000  
LCFF Base Rate

\$1,000.00

## Action 5

### Planned Actions/Services

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).

### Actual Actions/Services

CAPE hired a counselor to meet with students to offer social emotional support. CAPE also held a parent and student information night on social well-being in a digital society and how to help guide children through social media.

### Budgeted Expenditures

Total = \$13,000  
Supplemental and Concentration Rate

### Estimated Actual Expenditures

\$6300.00 (EMPIRE)  
\$7500.00 (SEATS)

## Action 6

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

CAPE will research and implement a suicide awareness and prevention program for students in grades 6-12. CAPE will provide at least one parent training included in the program.

CAPE implemented a new board policy on suicide prevention and awareness. All employee (including support staff) were trained by VCOE in SafeTalk. CAPE has Ventura County support numbers and contacts printed on the back of all student ID cards. CAPE also hosted a parent and student family night on suicide prevention and how to help if a peer reaches out via social media or group texts.

Total = \$2,000

LCFF Base Rate

\$2000.00 (VCOE)

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CAPE met goal #4 with all actions and services implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services provided under goal #4 were sufficient to allow CAPE to met its goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CAPE installed new panic buttons throughout the campus and updated the CAPE security system (not in the original budget). Parents expressed concern over school shootings after an incident in Florida and another in Texas. CAPE will continue to work on the school's safety plan. CAPE was able to negotiate a multi year contract with Empire for a reduction in hourly cost for outside counseling services. CAPE was able to receive free suicide prevention training through VCOE (who received a grant) to train all CAPE employees including support staff.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CAPE will be expanding counseling services from one day a week to two days a week. This will double the budgeted funds for Action 5. Within Action 6, CAPE will continue to implement the suicide prevention program with a refresher to staff and continue to offer a parent and student information night. Through student and parent surveys and chatter time, CAPE has decided to increase the amount of time devoted to second step in grades 6-8 and reintroduce Big Buddies back to middle school.



# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The CAPE community was invited to complete an LCAP survey. The survey was conducted by Survey Monkey and the link was provided by an email to all parents via the student information system, it was linked twice on the weekly CAPE announcements that are sent via email, the teachers blasted the survey out via their classroom email systems, the link was posted on the CAPE Facebook page. The link was also put on a flyer distributed via the school Wednesday home school communication folder system.

The survey opened on May 1, 2018 and closed on May 18, 2018. The results of the LCAP survey were presented at an LCAP meeting on Monday May 21st 2018.

Board of Directors' Meeting: The CAPE Board of Directors meets monthly in a formal public hearing. The CAPE board has two parent representatives, two staff representatives, and a Camarillo community member. Each board agenda for the 2017-2018 had a non-action item report by administration on the LCAP to discuss the progress of the current goals and share ideas that were brought forth by the stakeholders to alter current goals or to create new goals. Boarding meeting dates were: August 21, 2017; September 18, 2017; October 16, 2017; November 27, 2017; January 22, 2018; March 19, 2018; April 23, 2018; May 21, 2018; June 4, 2018.

PTSO Meetings: Each month during the administration report to the PTSO, administration discussed the LCAP's current goals and progress and areas where CAPE could improve. The PTSO board (which has 9 members) and many parents attend the monthly meetings and were able to have open discussion and brainstorm ideas and provide feedback. PTSO meetings dates are the first Friday of every month and held on the CAPE campus. Administration includes the LCAP in each monthly administrative report.

Administration Chatter Time LCAP presentations: The first Tuesday of every month the CAPE co-directors hold an informal information session called “chatter time”. Parents and community members come to the table with administration to discuss various topics that pertain to CAPE, CAPE philosophy, CAPE curriculum and anything else parents have questions or suggestions. The LCAP’s current goals, progress and ways to improve were discussed at each chatter time. This is an excellent opportunity to gain suggestions and ideas from parents who might not feel comfortable speaking at a formal PTSO or Board Meeting.

Staff Meetings and Crew Meetings: The teachers and administration discussed the LCAP goals weekly in either staff meeting (whole staff) or in crew meetings (smaller groups of teachers divided into crews with specific topics, ie: curriculum, instruction, intervention, school culture and assessment). New goals for the 2017-2018 school year were discussed and how things were progressing and how to make improvements. Working with teachers and reviewing data and survey results helped to create the new goals and any changes to current goals.

Student Focus Group Meetings with Administration: Random students are invited to sit informally with administration once per month to discuss how things are going at CAPE from a student perspective. Students are randomly selected by same grade level each month (ie: September administration meet with 5 sixth graders). Groups of students range from 4 to 10. LCAP goals and new programs were discussed and new ideas brainstormed.

## **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

Teacher training and staff development for improvement in teaching techniques was rated as the most important by the LCAP survey from both staff and the parent community. CAPE had previously implemented a suicide prevention policy, but will need to continue to implement training and provide opportunities for informing parents about resources available through VCOE. Social media and student safety outside of school hours continues to be a concern mentioned by parents at chatter time and PTSO meetings. CAPE implemented the new human growth and development curriculum that was placed as a goal for the 2017-2018 school year. Administration will continue to gather information regarding the new program and make adjustments as needed. After communication with OUHSD and the LCAP survey, it was determined that CAPE should offer the PSAT 8/9 to all 8th and 9th graders enrolled at CAPE. This is a test that is often not available to all students due to financial reasons and awareness. CAPE will provide the test free of charge, administer the test and make the testing date available to all students. Students enrolled in grade 10 will also be given the opportunity to take the PSAT 10. In addition, CAPE will provide the SAT to students free of charge once during their junior or senior year. The social emotional program continues to be an important aspect of the CAPE curriculum and CAPE will continue to work on implementation along with problem solving and conflict resolution. Although all students showed academic improvement, CAPE will continue to work on our intervention program and find

innovative ways to encourage students to take advantage of this program.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 1

Students will discover the joy of learning and retain what they have learned through hands-on learning, resulting in students being self-motivated and engaged in their own education.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 3, 4, 5

**Local Priorities:** Intrinsic Motivation

**Identified Need:**

To become responsible lifelong learners, students need to be inspired by their own curiosity and intrinsically rewarded by their accomplishments

through hands-on learning.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAPE will meet or exceed a 96% attendance rate.	CAPE meets or exceed a 96% attendance rate.	CAPE meets or exceed a 96% attendance rate.	CAPE meets or exceed a 96% attendance rate.	CAPE meets or exceed a 96% attendance rate.
Less than 10% of students will be chronically absent	Less than 10% of students will be chronically absent	Less than 10% of students will be chronically absent	Less than 10% of students will be chronically absent	Less than 10% of students will be chronically absent
Suspension and expulsion rates will be less than 2%	Suspension and expulsion rates will be less than 2%	Suspension and expulsion rates will be less than 2%	Suspension and expulsion rates will be less than 2%	Suspension and expulsion rates will be less than 2%
The dropout rate in will be zero				

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

CAPE will enroll between 1-10 students in grades 9-12

CAPE expanded into grades 9-12 starting with the 2017- 2018 school year. Baseline will be set in 2017-2018.

CAPE will enroll between 1-10 students in grades 9-12

CAPE will enroll between 1-10 students in grades 9-12

CAPE will enroll between 1-10 students in grades 9-12

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

### 2018-19 Actions/Services

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

### 2019-20 Actions/Services

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF Base Rate \$5,000 Supplemental and Concentration Rate \$3,000	LCFF Base Rate \$5,000 Supplemental and Concentration Rate \$3,000	LCFF Base Rate \$5,000 Supplemental and Concentration Rate \$3,000

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	4000-4999 Books & Supplies 5000-5999 Operating Expenses (Travel/Conference)	4000-4999 Books & Supplies 5000-5999 Operating Expenses (Travel/Conference)	4000-4999 Books & Supplies 5000-5999 Operating Expenses (Travel/Conference)

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
Low Income	Schoolwide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

**2017-18 Actions/Services**

Teachers will integrate field trips into their instruction, ensuring that field trips are connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.

**2018-19 Actions/Services**

Teachers will integrate field trips into their instruction, ensuring that field trips are connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.

**2019-20 Actions/Services**

Teachers will integrate field trips into their instruction, ensuring that field trips are connected to their classroom instruction with time allotted for learning activities before, during and after each field trip.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$30,000	\$30,000	\$30,000
<b>Source</b>	LCFF Base Rate: Fundraising/ Donations 29k LCFF Supplemental Concentration 1k	LCFF Base Rate: Fundraising/ Donations 29k LCFF Supplemental Concentration 1k	LCFF Base Rate: Fundraising/ Donations 29k LCFF Supplemental Concentration 1k
<b>Budget Reference</b>	5000-5999 Operating Services – FUNDRAISING	5000-5999 Operating Services – FUNDRAISING	5000-5999 Operating Services – FUNDRAISING

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served****Scope of Services:****Location(s)**

N/A

N/A

N/A

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

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.

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.

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**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$500	\$500	\$500
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	5000-5999 Operating Services	5000-5999 Operating Services	5000-5999 Operating Services

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

**2017-18 Actions/Services**

CAPE will focus a campaign that will help inform the outer community, specifically students from Spanish speaking families and low income households, about CAPE and the lottery process.

**2018-19 Actions/Services**

CAPE will focus a campaign that will help inform the outer community, specifically students from Spanish speaking families and low income households, about CAPE and the lottery process.

**2019-20 Actions/Services**

CAPE will focus a campaign that will help inform the outer community, specifically students from Spanish speaking families and low income households, about CAPE and the lottery process.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$500	\$500	\$500
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	5000-5999 Operating Services	5000-5999 Operating Services	5000-5999 Operating Services

**Action #5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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.

At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$7,000	\$7,000	\$7,000
<b>Source</b>	Supplemental and Concentration Rate	Supplemental and Concentration Rate	Supplemental and Concentration Rate
<b>Budget Reference</b>	5000-5999 Operating Services (Assemblies)	5000-5999 Operating Services (Assemblies)	5000-5999 Operating Services (Assemblies)

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

CAPE will communicate with parents regarding the important of attending school at least twice during the school year. A student who is 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.

CAPE will communicate with parents regarding the important of attending school at least twice during the school year. A student who is 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.

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**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$1000	\$1000	\$1000
<b>Source</b>	\$1000 Supplemental and Concentration	\$1000 Supplemental and Concentration	\$1000 Supplemental and Concentration
<b>Budget Reference</b>	1000-1999 Certificated Salaries 2000-2999 Classified Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	1000-1999 Certificated Salaries 2000-2999 Classified Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	1000-1999 Certificated Salaries 2000-2999 Classified Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services



(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 2

CAPE will seek to provide a well-rounded education that includes not only academic content, but also education in the arts, music, physical fitness and other areas, while tailoring instruction to the individual backgrounds, abilities and interests of all children, including low achievers, high achievers and English- language learners.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4

**Local Priorities:**

### Identified Need:

To become responsible lifelong learners, students need to be inspired by their own curiosity and intrinsically rewarded by their accomplishments through hands-on learning.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.

A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.

A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.

A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.

A majority of low-performing students receiving intervention within a year will be brought to grade level in their focus areas of concern.

A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.

A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.

A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.

A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.

A majority of high-performing students will achieve greater depth and complexity in their focus areas of accelerated aptitude.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

75% of English-language learners who have completed one year of instruction will be reclassified based on the California English Language Development Test and students', teachers' and parents' observations.

100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.

100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.

100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.

100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.

100% of students will receive a well-rounded education that includes music, P.E., arts and other subjects related to their enrichment as lifelong learners.

**Planned Actions/Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Schoolwide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$14,000	\$14,000	\$14,000
<b>Source</b>	Supplemental and Concentration Rate	Supplemental and Concentration Rate	Supplemental and Concentration Rate
<b>Budget Reference</b>	1000-1999 Certificated Salaries 2000-2999 Classified Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	1000-1999 Certificated Salaries 2000-2999 Classified Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	1000-1999 Certificated Salaries 2000-2999 Classified Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high-achieving students.

Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high-achieving students.

Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress for high-achieving students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	Schoolwide	All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$7,000	\$7,000	\$7,000
<b>Source</b>	Supplemental and Concentration Rate	Supplemental and Concentration Rate	Supplemental and Concentration Rate
<b>Budget Reference</b>	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services

### Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

---

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged  
for 2017-18**

Modified

**Select from New, Modified, or Unchanged  
for 2018-19**

Modified

**Select from New, Modified, or Unchanged  
for 2019-20**

Modified

**2017-18 Actions/Services**

Teachers will collaborate within grade level teams and cross grade levels. Teachers will be trained on how to use Data Teams to discuss assessments and use data analysis to drive instruction and share best practices.

**2018-19 Actions/Services**

CAPE will create an MTSS team to create and implement a plan for tiered intervention for both academics and social emotional issues that impede learning. The Team will attend training, develop a strategic plan, present at staff development meetings and provide a scope and sequence of implementation for the school wide program.

**2019-20 Actions/Services**

CAPE will continue to work on implementation of the MTSS plan.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$3,000	\$18,000	\$3,000
<b>Source</b>	LCFF Base Rate	Supplemental and Concentration Grant	LCFF Base Rate
<b>Budget Reference</b>	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services	1000-1999 Certificated Salaries 4000-4999 Books & Supplies 5000-5999 Operating Services

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

### **Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities. School- sponsored after-school, competitive sports teams will be organized for students in grades 6-8. CAPE will purchase 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.

**2018-19 Actions/Services**

Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities. School- sponsored after-school, competitive sports teams will be organized for students in grades 6-8. CAPE will purchase 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.

**2019-20 Actions/Services**

Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities. School- sponsored after-school, competitive sports teams will be organized for students in grades 6-8. CAPE will purchase uniforms and equipment as needed to make the program successful. Students in grades 4-8 will participate in the Camarillo City Wide Track and Field Day.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$2,000	\$2,000	\$2,000
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	4000-4999 Books & Supplies	4000-4999 Books & Supplies	4000-4999 Books & Supplies

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.

### 2018-19 Actions/Services

Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.

### 2019-20 Actions/Services

Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

## Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

New

**2017-18 Actions/Services**

An after-school performing arts program will be offered for grades 4-8 in the fall and grades 1-3 in the spring. The program will expand to include a sound/lighting aspect for those students interested in the behind the scenes of theatre.

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

An after-school performing arts program will be offered for grades 4-8 in the fall and grades 1-3 in the spring. The program will include a sound/lighting aspect for those students interested in the behind the scenes of theatre. In addition, the program will expand to include backdrop set design, make-up, and costume design.

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2019-20 Actions/Services**

An after-school performing arts program will be offered for grades 4-8 in the fall and grades 1-3 in the spring. The program will include a sound/lighting aspect for those students interested in the behind the scenes of theatre. In addition, the program will expand to include backdrop set design, make-up, and costume design.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$8,000	\$8,000	\$8,000
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	2000-2999 Classified Salaries 4000-4999 Books & Supplies	2000-2999 Classified Salaries 4000-4999 Books & Supplies	2000-2999 Classified Salaries 4000-4999 Books & Supplies

## Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

Students will help create and maintain a living outdoor classroom. The kindergarten class will create and maintain a garden to be added to the outside edge of the garden.

### 2018-19 Actions/Services

Students will help create and maintain a living outdoor classroom. The kindergarten class will create and maintain a garden to be added to the outside edge of the garden.

### 2019-20 Actions/Services

Students will help create and maintain a living outdoor classroom. The kindergarten class will create and maintain a garden to be added to the outside edge of the garden.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$2,000	\$2,000	\$2,000
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services

## Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

Low Income

### Scope of Services:

Schoolwide

### Location(s)

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**2018-19 Actions/Services**

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2019-20 Actions/Services**

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$6,000	\$6,000	\$6,000
<b>Source</b>	Supplemental and Concentration Rate	Supplemental and Concentration Rate	Supplemental and Concentration Rate
<b>Budget Reference</b>	2000-2999 Classified Salaries 1000-1999 Certificated Salaries	2000-2999 Classified Salaries 1000-1999 Certificated Salaries	2000-2999 Classified Salaries 1000-1999 Certificated Salaries

# Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

All classes will receive monthly presentations on the artist and composer of the month.

**2018-19 Actions/Services**

All classes will receive monthly presentations on the artist and composer of the month.

**2019-20 Actions/Services**

All classes will receive monthly presentations on the artist and composer of the month.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
Budget Reference	4000-4999 Books & Supplies	4000-4999 Books & Supplies	4000-4999 Books & Supplies

## Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

New

**2017-18 Actions/Services**

CAPE will create a task force to look into new human growth and development curriculum and a possible change to the time line of implementation of the program. The task force will present options to the CAPE governing board, which will make the final review and approval of program changes.

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

CAPE will implement the new human growth and development plan as researched and presented to the board for approval during the 2017-2018 school year.

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2019-20 Actions/Services**

CAPE will implement the new human growth and development plan as researched and presented to the board for approval during the 2017-2018 school year.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$3,000	\$3,000	\$3,000
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services

# Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

CAPE will employ a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 will take Spanish class as an elective class for at least 1/6th of the school year.

**2018-19 Actions/Services**

CAPE will employ a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 will take Spanish class as an elective class for at least 1/6th of the school year.

**2019-20 Actions/Services**

CAPE will employ a part time Spanish Teacher to provide Spanish instruction to all students in grades K-5. Students in grades 6-8 will take Spanish class as an elective class for at least 1/6th of the school year.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$20,000	\$20,000	\$20,000
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 3

To prepare students to be competitive in high school and beyond, CAPE will meet state standards, and students will be well-versed in technology.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 4

**Local Priorities:** Technology Proficiency

### Identified Need:

Students need to be prepared for success in the 21st century by meeting all state-identified academic standards and by gaining the ability to use technology to further their education goals today and their professional goals in the future.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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At least 70% of CAPE 3-8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in English Language Arts as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing

At least 70% of CAPE 3-8th graders will score at “standards met or higher” in Mathematics as reported by California State Testing

All students at CAPE will take a normative referenced test at least 3 times per year

All students at CAPE will take a normative referenced test at least 3 times per year

All students at CAPE will take a normative referenced test at least 3 times per year

All students at CAPE will take a normative referenced test at least 3 times per year

All students at CAPE will take a normative referenced test at least 3 times per year

Students in grades K-3 will use technology at least twice a month related to their learning

Students in grades K-3 will use technology at least twice a month related to their learning

Students in grades K-3 will use technology at least twice a month related to their learning

Students in grades K-3 will use technology at least twice a month related to their learning

Students in grades K-3 will use technology at least twice a month related to their learning

Students in grades 4-8 will use technology at least twice a week related to their learning

Students in grades 4-8 will use technology at least twice a week related to their learning

Students in grades 4-8 will use technology at least twice a week related to their learning

Students in grades 4-8 will use technology at least twice a week related to their learning

Students in grades 4-8 will use technology at least twice a week related to their learning

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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.

levels and subject matters that are consistent with their credentials and experience.

levels and subject matters that are consistent with their credentials and experience.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

### Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

CAPE will adopt Lucy Calkins Readers and Writers for the K-5 language arts program. Supplemental intervention for students who are struggling and students who have been identified as English Learners will be purchased. Grades 6-8 will use the Collection series with supplemental materials purchased to help struggling readers and students identified as English Learners.

CAPE will align all current social studies materials to the common core framework and make purchases of any supplemental materials needed.

CAPE will align all social studies curriculum to the new California framework and purchase common core aligned curriculum and supplemental materials as needed.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000

<b>Source</b>	LCFF Base Rate \$10,000 Supplemental and Concentration Rate \$5,000	LCFF Base Rate \$10,000 Supplemental and Concentration Rate \$5,000	LCFF Base Rate \$10,000 Supplemental and Concentration Rate \$5,000
<b>Budget Reference</b>	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Teachers will be trained to competently administer the CAASPP assessments to all qualifying students, and technology will support CAASPP testing

Teachers will be trained to competently administer the CAASPP assessments to all qualifying students, and technology will support CAASPP testing

Teachers will be trained to competently administer the CAASPP assessments to all qualifying students, and technology will support CAASPP testing

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$1,000	\$1,000	\$1,000
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	4000-4999 Books & Supplies	4000-4999 Books & Supplies	4000-4999 Books & Supplies

**Action #4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18**

New

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.

**2018-19 Actions/Services**

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.

**2019-20 Actions/Services**

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	Supplemental and Concentration Rate	Supplemental and Concentration Rate	Supplemental and Concentration Rate
Budget Reference	4000-4999 Books & Supplies	4000-4999 Books & Supplies	4000-4999 Books & Supplies

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.

Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$8,000	\$8,000	\$8,000
<b>Source</b>	LCFF Base Rate \$4,000 Supplemental and Concentration Rate \$4,000	LCFF Base Rate \$4,000 Supplemental and Concentration Rate \$4,000	LCFF Base Rate \$4,000 Supplemental and Concentration Rate \$4,000
<b>Budget Reference</b>	4000-4999 Books & Supplies	4000-4999 Books & Supplies	4000-4999 Books & Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 4

Facilities will be physically safe, students will feel emotionally safe, and all stakeholders will collaborate as partners in the students' education.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 6

**Local Priorities:** Citizenship

### Identified Need:

For best learning to occur, students must feel safe, both physically and emotionally, and they must be partners in learning, along with parents, community members, teachers and classified staff.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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CAPE will be 100% compliant with all items on the Facility Inspection Tool

CAPE will be 100% compliant with all items on the Facility Inspection Tool

CAPE will be 100% compliant with all items on the Facility Inspection Tool

CAPE will be 100% compliant with all items on the Facility Inspection Tool

CAPE will be 100% compliant with all items on the Facility Inspection Tool

CAPE families will average 35 hours of volunteer time each year

CAPE families will average 35 hours of volunteer time each year

CAPE families will average 35 hours of volunteer time each year

CAPE families will average 35 hours of volunteer time each year

CAPE families will average 35 hours of volunteer time each year

100% of students will receive educational resources as related to character education/social skills trainings

100% of students will receive educational resources as related to character education/social skills trainings

100% of students will receive educational resources as related to character education/social skills trainings

100% of students will receive educational resources as related to character education/social skills trainings

100% of students will receive educational resources as related to character education/social skills trainings

CAPE students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing for a lifetime of positive contributions to society

CAPE students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing for a lifetime of positive contributions to society

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CAPE students will learn how to participate positively within the CAPE community and the larger, surrounding community, preparing for a lifetime of positive contributions to society

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.

School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.

School facilities will be maintained in good repair, as measured by the state's Facility Inspection Tool.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$10,000

\$10,000

\$10,000

**Source**

LCFF Base Rate

LCFF Base Rate

LCFF Base Rate

**Budget Reference**

4000-4999 Books & Supplies  
5000-5999 Operating Services

4000-4999 Books & Supplies  
5000-5999 Operating Services

4000-4999 Books & Supplies  
5000-5999 Operating Services

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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.

A database will be maintained to match volunteers with volunteer opportunities. Throughout the year, communications will go out regarding volunteer activities from the teachers and the volunteer coordinator.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$100	\$100	\$100
<b>Source</b>	LCFF Budget Rate	LCFF Budget Rate	LCFF Budget Rate
<b>Budget Reference</b>	4000-4999 Books & Supplies	4000-4999 Books & Supplies	4000-4999 Books & Supplies

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

CAPE will purchase a new CAPE specific app for smart phones. The new app will push our notifications of events happening on campus. CAPE also purchased a new electronic board in 2016 that will be updated regularly. Notices of board meetings, board agendas and board minutes will be distributed both in print and electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, the push notifications on the CAPE app, on the electronic message board, flyers and automated phone calls.

Notices of board meetings, board agendas and board minutes will be distributed both in print and electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, the push notifications on the CAPE app, on the electronic message board, flyers and automated phone calls.

Notices of board meetings, board agendas and board minutes will be distributed both in print and electronically. Communication about board meetings, Chatter Time and other ongoing activities will go out to parents and family members via emails, the push notifications on the CAPE app, on the electronic message board, flyers and automated phone calls.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$1,000	\$1,000
Source	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
Budget Reference	5000-5999 Operating Services	5000-5999 Operating Services	5000-5999 Operating Services

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**2017-18 Actions/Services**

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

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**2018-19 Actions/Services**

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

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2019-20 Actions/Services**

CAPE will focus on good citizenship, which may include activities connected to CAPE's Super Seven Principles, CAPE's Student Wide Learning Outcomes; "Big Buddies"; Second-Step Social Skills Program and/or community service projects

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$1,000	\$1,000	\$1,000
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	4000-4999 Books & Supplie	4000-4999 Books & Supplie	4000-4999 Books & Supplie

**Action #5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).

**2018-19 Actions/Services**

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).

**2019-20 Actions/Services**

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$13,000	\$13,000	\$13,000
<b>Source</b>	Supplemental and Concentration Rate	Supplemental and Concentration Rate	Supplemental and Concentration Rate
<b>Budget Reference</b>	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services	4000-4999 Books & Supplies 5000-5999 Operating Services

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

New

**2017-18 Actions/Services**

CAPE will research and implement a suicide awareness and prevention program for students in grades 6-12. CAPE will provide at least one parent training included in the program.

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**2018-19 Actions/Services**

CAPE will research and implement a suicide awareness and prevention program for students in grades 6-12. CAPE will provide at least one parent training included in the program.

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2019-20 Actions/Services**

CAPE will research and implement a suicide awareness and prevention program for students in grades 6-12. CAPE will provide at least one parent training included in the program.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$2,000	\$2,000	\$2,000
<b>Source</b>	LCFF Base Rate	LCFF Base Rate	LCFF Base Rate
<b>Budget Reference</b>	5000-5999 Operating Services 4000-4999 Books and supplies	5000-5999 Operating Services 4000-4999 Books and supplies	5000-5999 Operating Services 4000-4999 Books and supplies

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$64,976 Original Budget - \$67,187 Actual

Percentage to Increase or Improve Services

1.57% Original Budget - 1.63% Actual

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Teachers will attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

Teachers will collaborate within grade level teams and cross grade levels. Teachers will be trained on how to use Data Teams to discuss assessments and use data analysis to drive instruction and share best practices.

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during

school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes.

CAPE will adopt Lucy Calkins Readers and Writers for the K-5 language arts program. Supplemental intervention for students who are struggling and students who have been identified as English Learners will be purchased. Grades 6-8 will use the Collection series with supplemental materials purchased to help struggling readers and students identified as English Learners.

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer-adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times. Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team).

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$87,079.00 Original Budget

Percentage to Increase or Improve Services

2.01% Original Budget

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

CAPE will use the majority of the increase to create a MTSS team comprised of teachers, admin and resource specialists. The team will attend the National MTSS conference during the summer of 2018. Together they will create and develop a scope and sequence of implementation for a new MTSS framework which will begin in the school year 2018-2019. (MTSS is a multi tiered system of intervention that included both academic and social-emotional needs).

Teachers will continue to attend training that support the curriculum and philosophies of CAPE. At least one training will focus on English Learner support, foster youth support and resources or resources for students from low income households.

At least one parent education event will happen. Either an outside speaker or teachers will present parents with information on either curriculum or philosophy. At least one student assembly will happen that enhances the school's philosophy or curriculum.

Teachers will continue to implement and evaluate intervention materials and refine formative and summative assessments for low-achieving students. The MTSS team will hold regular staff development meetings and round table talks to discuss best practices and help with the implementation of intervention.

Teachers will be trained in techniques for teaching English-language learners and incorporate them into the classroom, including Specially Designed Academic Instruction in English, active learning, prior knowledge and collaboration among students

Teachers will collaborate within grade level teams and cross grade levels. Teachers will be trained on how to use Data Teams to discuss assessments and use data analysis to drive instruction and share best practices.

Band will be a required half-year course for fourth graders. It will also be a voluntary program for students in grades 4-8, which takes place both during school and after school. A voluntary strings program will be added for students in grades 2-5. Students in grades 5-8 can take afterschool guitar classes.

CAPE has adopted Lucy Calkins Readers and Writers for the K-5 language arts program (2017-2018) and Collections for grades 6-8 (2017-2018).

CPE will continue to purchase supplemental materials to help struggling readers and students identified as English Learners. CAPE will also provide teachers with funds to build their classroom libraries to have "at level" reading materials for all students (including those reading below and above grade level).

CAPE will use an outside testing module to test all students in grades K-12 on grade specific California standards. Students will be assessed at least 3 times per year. These will be computer-adapted benchmarks to help drive teacher instruction. Student data can be grouped together to help meet individual subgroup needs on a regular basis instead of only at state testing times. Teachers will create lesson plans and projects that will utilize technology in the classrooms, and technology will be adequate to meet the student's needs. CAPE will provide loaner technology as needed for students who do not have access outside of school.

A part-time school counselor will continue to work with students individually or in a group setting. The counselor may work on social skills, academic organization or specific skills as suggested by the SST (school study team) and MTSS team. CAPE will be adding another day of counseling services for the 2018-2019 school year and working with the MTSS team on how to identify and provide intervention to students who are struggling with socio-emotional issues.