

Camarillo Academy of Progressive Education

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Camarillo Academy of Progressive Education
Street	777 Aileen St. Camarillo
City, State, Zip	CA 93010-2959
Phone Number	(805) 384-1415
Principal	Doreen Learned, Maryellen Lang
Email Address	doreen.learned@capecharter.org or maryellen.lang@capecharter.org
Website	https://www.camarillocharter.org/
County-District-School (CDS) Code	56725460115105

Entity	Contact Information
District Name	Camarillo Academy of Progressive Education (CAPE Charter School)
Phone Number	18053841415
Superintendent	
Email Address	maryellen.lang@capecharter.org or doreen.learned@capecharter.org
Website	www.camarillocharter.org

School Description and Mission Statement (School Year 2019-20)

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. During the 2017-2018 school year CAPE expanded to include an online high school available to students in grades 9-12. The program is done virtual through Pearson's Connexus Online Learning.

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

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

CAPE opened its doors in September 2007 after the Oxnard Union High School District (OUHSD) Board of Trustees voted unanimously in June 2007 to approve CAPE’s charter application. The Academy serves approximately 580 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.

CAPE’s School Wide Learning Outcomes

Every student will achieve academic success.

Every student will be a conscientious and effective communicator.

Every student will positively contribute to CAPE and beyond!

THE CAPE SUPER 7

We take pride in everything we do: our work, our appearance, our school, and our community.

We are honest, kind and find ways to resolve problems peacefully.

We think before we act and speak.

We come to school on time, prepared, and ready to participate in our learning with a positive attitude.

We try our hardest and never give up.

We believe in and support each other.

We respect the rights, property, opinions and diversity within our CAPE community.

LCAP Planning Goals 2017-2020

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.

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 education and other areas, while tailoring instruction to the individual backgrounds, abilities and interests of all children, including: low achievers, high achievers and English-language learners.

Goal 3: CAPE will prepare students to be competitive in high school and beyond. CAPE will meet state standards and students will be well-versed in technology.

Goal 4: CAPE facilities will be physically safe, students will feel emotionally safe, and all stakeholders will collaborate as partners in the students' education.

Successes and Accomplishments of the Previous WASC Term: 2013-2019

In the six years since the Charter School's initial WASC accreditation, Camarillo Academy of Progressive Education has evolved, expanded and celebrated great achievements. CAPE supports a comprehensive instructional plan by providing safe nurturing and intellectually engaging surroundings, where students are inspired to intrinsically value learning as they achieve social and academic success. Among the numerous successes experienced are the following achievements that have contributed to the growth and development of CAPE since our first WASC visit in 2013.

- 2013 WASC Accreditation
- 2016 California Golden Ribbon School
- 2017 California Honor Roll School
- 2017 and 2019 California Honor Roll Charter School
- 2017 and 2019 California Honor Roll School with Specialization in STEM
- 2012 California Distinguished School Award
- 2019 California Business for Education Excellence Honor Roll
- Named one of the Top Ten Charter Schools of California (2013 Study by USC)
- 98% of staff has been retained over the past 5 years
- Numerous award placements in the bi-annual Camarillo Academic Olympics
- Super Quiz Team placed 1st in citywide competition multiple years
- Yearly team awards for CAPE Robotics Teams
- 4th Grade mandatory Build-a-Band program
- 5 years of amazing performances by our Musical Theater Department
- Yearly award placement in the Optimist Club City Wide Red Ribbon Essay Contest
- Yearly award placement in the Rotary City Wide "Four-Way" test Essay Contest
- Monthly CAPE Cares Service Projects (three year winner of "Candy for the Troops")
- High School (grades 9-12) expansion implemented in fall of 2017
- Junior Optimist Club
- After school athletics program (flag football, volleyball, basketball, soccer)
- Yearly team and individual placement in the St. Bonaventure Math Competition
- Yearly team and individual placement 8th graders and High Schoolers in the Ventura County Geo Bowl
- Yearly award placement in the 3rd grade PVEF Speech Tournament

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

Focus for Improvement – Most Recent Year

Please see the school's yearly LCAP which is available on the school's website www.camarillocharter.org for the specific action plan for improvement.

Homework – Most Recent Year

Homework has an important place in the educational program at CAPE Charter School. Teachers carefully consider the child's needs when planning homework to make home assignments an integral part of your child's educational experience. Homework that is meaningful in content will be assigned on a regular basis, Monday through Thursday in grades K-5 (special circumstances may warrant homework to be completed over the weekend.), and Monday through Friday for grades 6-8. The frequency and length of homework assignments will be established by grade level teachers. Parents will be informed of the classroom homework policy in writing at Back-to-School night.

School Schedule – Most Recent Year

2019-2020 Bell Schedule

Bell Schedule for Grades 1-8

8:00 AM Front Gate Opens (there is no supervision of students before this bell rings)
8:05 AM 1st Bell for Middle School *all 6-8 grade students to their seats
8:10 AM 1st Bell (students go to classrooms)
8:10 AM Middle School Tardy Bell - Classes Begin
8:15 AM Tardy Bell (students must be in their seats)
9:50 AM 10:10 AM 1st grade and 2nd grade AM recess
10:25 AM 10:45 AM 3rd grade, 4th grade and 5th grade AM recess
11:01 AM 11:41 AM 6th grade, 7th grade and 8th grade lunch
11:45 AM 12:25 PM Full Day K, 1st and 2nd grade lunch
12:30 PM 1:10 PM 3rd grade, 4th grade and 5th grade lunch
1:15 PM 1:30 PM 1st grade and 2nd grade PM recess
2:30 Dismissal

Bell Schedule for All Day Kindergarten

8:00 AM Front Gate Opens (there is no supervision of students before this bell rings) Students go directly to the classroom
8:15 AM Tardy Bell (students must be in their seats)
10:00 AM 10:20 AM AM recess
11:45 AM 12:25 PM Lunch
2:00 Dismissal

Bell Schedule for AM Kindergarten

8:00 AM Front Gate Opens (there is no supervision of students before this bell rings) Students go directly to the classroom
8:15 AM Tardy Bell (students must be in their seats)
9:50 AM 10:10 AM AM recess
11:35 Dismissal

Bell Schedule for PM Kindergarten

11:05 AM Front Gate Opens (there is no supervision of students before this bell rings) Students go directly to the classroom
11:10 AM Tardy Bell (students must be in their seats)
12:45 PM 1:05 PM PM recess
2:30 PM Dismissal

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	60
Grade 3	66
Grade 4	66
Grade 5	66
Grade 6	67
Grade 7	65
Grade 8	65
Grade 10	1
Grade 12	1
Total Enrollment	577

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	10.7
Filipino	3.5
Hispanic or Latino	20.6
Native Hawaiian or Pacific Islander	0.3
White	54.4
Two or More Races	9.7
Socioeconomically Disadvantaged	10.1
English Learners	1.7
Students with Disabilities	10.2
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	23	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Readers and Writers/Collections	Yes	0%
Mathematics	Everyday Math/Big Ideas Math	Yes	0%
Science	Delta Foss Science/HOLT	Yes	0%
History-Social Science	Scott Foresman/ McDougal Littell	Yes	0%
Foreign Language	Spanish	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

CAPE provides a safe, clean environment for students, staff, faculty and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Deep cleaning is done at least three times per year. Safety concerns are addressed immediately and a top priority at CAPE. Our maintenance staff is very proactive and conducts inspections on a continual basis. Emergency repairs are given the highest priority. CAPE works with Pleasant Valley School District, the district who owns the property CAPE leases, for deferred maintenance issues. Deferred maintenance typically includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Pleasant Valley's completed deferred maintenance plan is available at their district office.

Library – Most Recent Year

CAPE does not have a school-wide library. Each classroom is outfitted with their own classroom library and lending system. CAPE has the Accelerated Reader (AR) program for students in grades K-8. Each teacher is given a budget of \$300 per school year to purchase new books for their classroom libraries.

Computers – Most Recent Year

CAPE has 1:1 IPADS for students in grades K-8. The middle school has a mobile computer netbook lab with 33 netbooks. Every classroom has a teacher computer, a teacher laptop, a teacher IPAD, 1 IPAD for each student, a projector, a Hoovercam (document camera) and a SMART board.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: February 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	81	47	44	50	50
Mathematics (grades 3-8 and 11)	79	84	29	27	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	395	100.00	0.00	81.27
Male	191	191	100.00	0.00	78.53
Female	204	204	100.00	0.00	83.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	80.00
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	84	84	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	215	215	100.00	0.00	85.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	32	32	100.00	0.00	90.63
Socioeconomically Disadvantaged	36	36	100.00	0.00	55.56
English Learners	19	19	100.00	0.00	57.89
Students with Disabilities	48	48	100.00	0.00	75.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	395	100.00	0.00	84.30
Male	191	191	100.00	0.00	81.68
Female	204	204	100.00	0.00	86.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	88.89
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	84	84	100.00	0.00	78.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	215	215	100.00	0.00	86.05
Two or More Races	32	32	100.00	0.00	93.75
Socioeconomically Disadvantaged	36	36	100.00	0.00	72.22
English Learners	19	19	100.00	0.00	57.89
Students with Disabilities	48	48	100.00	0.00	81.25
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.2	22.7	43.9
7	15.2	33.3	43.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Stakeholder Involvement

CAPE is governed by an elected group of five volunteers who each serve a two-year commitment (not to exceed 3 terms in a row). The structure of the CAPE governing board is extremely important to CAPE and helps to bring together different stakeholders. The CAPE Governing Board consists of two parent representatives (must have current students who attend CAPE to be eligible to sit on the board), two teacher representatives (the teacher representatives represent all CAPE employees including certificated, classified, full-time, part-time and substitutes) and one community member representative (representing concerns from the city and surrounding area). The governing board meets once a month on the third Monday. All meetings follow the Brown Act and are open to the public.

CAPE has a very active PTSO (parent, teacher, student organization). When CAPE was first created, it was very important that all parents and students were involved and had a voice. The CAPE PTSO is not “membership” driven and there are no dues. All stakeholders (parents, grandparents, students, aunts, uncles, etc.) are automatically members of the CAPE PTSO and their feedback, collaboration, ideas and visions are embraced. The CAPE PTSO has general meetings once a month on the first Wednesday and also holds multiple sub meetings for individual groups throughout the month.

The CAPE Administration hold “chatter time” once a month on the first Tuesday. This is an informal meeting for administration to meet with stakeholders without a set agenda and really have an opportunity to hear feedback and respond to questions and concerns from the community. Administration also meets with student groups on an informal basis, K-5 teachers hold daily morning meetings and middle school teachers hold advisory meetings with their homerooms with opportunities for student feedback and suggestions.

CAPE has an “open” door policy and administration communicates with parents on a drop-in basis as situations arise. There is a suggestion box in the front of the office for ideas and solutions to improve CAPE. Administration puts out community surveys and polls through Parent Square to get feedback from all the stakeholders.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.2	1.4	6.3	5.2	6.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

CAPE takes the safety of students and staff very seriously. CAPE’s disaster preparedness plan includes steps for insuring student and staff safety during a disaster. Fire drills, earthquake drills, and lock down drills are conducted on a regular basis throughout the school year. Storage bins on campus contain food, water, medical and other supplies for use during a disaster.

CAPE is a closed campus. During school hours, parents, visitors and students must enter and exit through the office. All visitors are required to sign-in at the office using our Keep-n-Track computer system. Visitors must wear identification, given to them by the office staff, while on campus. Parents who volunteer on a regular basis are issued a picture ID to be worn while on campus. The school is also wired with silent alarms throughout the campus that are directly linked to the Camarillo police station.

A Comprehensive School Safety Plan was developed by the school staff to provide students and staff a means to insure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: mandatory child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departures from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school administration team, teachers and staff evaluate the plan annually and update the plan as needed. The policy is available in the CAPE front office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	3			20	3			20	3		
1	20	3			20	3			20	3		
2	20	3			20	3			20	3		
3	22		3		22		3		22		3	
4	33			2	33			2	33			2
5	33			2	33			2	33			2
6	36			10	36			11	34			12
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,311.11	\$1,474.28	\$5,836.83	\$73,769
District	N/A	N/A	\$7,125	\$90,194.00
Percent Difference - School Site and District	N/A	N/A	-19.9	-19.3
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	-19.9	-15.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Updated Technology: New projectors, updated IPADS, new teacher desktop computers

Web based intervention programs: Spelling City, Wordly Wise, Zingy Science, Accelerated Readers, IXL mathematics and language arts, Civic Mirror, Rand McNally Maps, Active Classroom, Strata Logica

Staff Development: MTSS, intervention strategies for math and language arts, reading support strategies, writing support strategies

Support Staff: MTSS Interventionist, part time counselor, coaches for sports teams, musical theater director, musical tech director, music teacher, band teacher, student support provider (EL and ELA tutor), campus supervisors

Emotional Support: Big Life Journals, Added another day to our school counselor, Second Step Community Building Program and Morning Meeting

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,785	\$52,466
Mid-Range Teacher Salary	\$96,547	\$87,373
Highest Teacher Salary	\$104,556	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$142,025
Average Principal Salary (High)	\$148,258	\$153,904
Superintendent Salary	\$220,420	\$241,221
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	5	5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teachers and staff members have 4 full days of staff development; three before the start of school and one after the end of the school year. During the school year, teachers and staff members have 2 half days; one in the fall and one in the spring for school wide staff development. Teachers are also given opportunities throughout the school year to attend training and seminars that foster the educational programs here at CAPE.

Recent Training and Staff Developments:

Storyline

California Kindergarten Conference (2 day workshop)

Handwriting Without Tears

Keyboarding Without Tears

CAFE

Daily 5

National Science Symposium

ELA Training in conjunction with VCOE

SMART Board Training

California Charter School Association Conference (4 days)

National Charter Association Conference (4 days)

Everyday Math Conference (3 days)

California Mathematics Conference (2 days)

CSTA (California Science Teachers Association) Conference (2 days)

PBL - Comprehension and Collaboration

Special Education - Social Skills for Speech and Language Therapists

Storyline-Emphasis on Historical Storylines

IPADS for Educators

Evaluation/Improving Teachers – Most Recent Year

All certificated staff (including administration) shall be responsible for maintaining Professional Standards at all times. As the co-directors observe in classrooms or work settings, they have the responsibility to identify any concerns related to the Professional Standards. The co-directors will do "Snap Shot" observations on a regular basis and provide teachers with feedback.

Self-Assessment and Goal Setting. Each year, all certificated employees shall conduct a Self-Assessment. The SelfAssessment shall be in each domain and sub domain of the Continuum of Teacher Abilities. Using this Continuum, each teacher shall establish goals and objectives focusing on their own performance for the year.

It is the responsibility of administrators to provide support to teachers with respect to their goals and objectives.

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

Evaluation of Teachers

Teachers who have worked for CAPE for three or less years shall be evaluated by the directors in writing once every year, no later than six (6) weeks before the end of the school year.

All other teachers shall be evaluated by the co-directors in writing once every two years, no later than six (6) weeks before the end of the school year. However, every teacher may receive yearly observations per discretion of the administrative team. Such yearly observations may be used as data by the evaluator/evaluatee in formulating the summary evaluation.

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

Observation Report

- a. Each observation report shall be based upon at least one observation, lasting the majority of the lesson or activity period or longer, and shall be followed as soon as possible, within five (5) working days, by a written report.
- b. The evaluatee or evaluator may request a conference to review the written observation report.
- c. Normally, three recorded observations shall take place, spaced throughout the school year, prior to any comments or judgments being included in the final evaluation.

Substitute Teachers – Most Recent Year

The majority of substitute teachers hired to fill in for salaried teachers of CAPE are: parents of CAPE students, former CAPE students, or retired CAPE employees. CAPE has a unique philosophy and way to teach children. We strive to find substitutes that understand and believe in the CAPE philosophy. All substitute teachers are California Credentialed (30-day, probationary or clear). Any substitute placed in a classroom for more than 30 days will hold a valid clear California Credential.