

Camarillo Academy of Progressive Education (CAPE)

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Camarillo Academy of Progressive Education (CAPE) is an independent charter school located in the city of Camarillo in Ventura County, California. The charter has been authorized under Oxnard Union High School (OUHSD) since its inception in July of 2007. Although authorized by OUHSD, CAPE is governed by its own elected board of 5 board members and follows the guidance of its charter and charter bylaws. CAPE is a brick and mortar charter school for grades K-8 and an online only school for grades 9-12. The school has an enrollment of 576 in grades K-8 and currently 4 students in grades 9-12. CAPE was awarded another six years of accreditation by WASC (Western Association of Schools and Colleges) in July of 2020. (<https://www.acswasc.org/wasc/acs-wasc-overview/>)

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. 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

CAPE was closed beginning March 16th as a result of the COVID-19 pandemic. The high school program that is run by CAPE continued without disruption or change to any program offerings. The K-8 program and curriculum went into a remote learning model.

Special Education teachers, counselors and related service providers transitioned swiftly to a virtual service delivery model. Camarillo Academy of Progressive Education (CAPE) current supports 52 identified special education students (five of whom receive counseling and guidance services to support mental health/social and emotional needs; and three identified as English Language Learners – ELL students). Prior to COVID-19, Students received their special education supports one-to-one or in small groups both within and outside their classrooms. With the implementation of virtual services starting March 16, 2020, all in-person services were suspended. Since that time all special education services are provided one-on-one virtually or through tele-therapy for related/supplemental services as outlined in an identified student's current IEP. The educational program for our special education students has not been significantly impacted since in- person services have been unavailable based on parent comments, progress checks, and IEP meetings held from March to June 2020, were any possible regression of skills were discussed and documented.

CAPE deployed a three phase curricular roll out and made adaptations and adjustments as needed to meet our unique community. We had many families who were essential workers and needed to be able to help their children with remote learning at different times and not be set to a strict log-in style of instruction.

In phase one (which lasted two weeks), CAPE provided enrichment opportunities that aligned with the content and standards being taught in the regular classroom. In phase two, assignments became more structured and CAPE utilized programs that students were familiar with in their regular classrooms. Many of the CAPE online programs offered instant feedback to students to let them know if the content was being mastered correctly.

During phase 2, CAPE also added "flipgrid" which allowed for video interaction between the teachers and students. Students needed a code and password to view the videos and all posts needed to be approved before being added to the grid. We felt this was a safer option of online communication than other platforms. When CAPE was given notice that the temporary school closures would be extended to the end of the school year, administration and teachers shifted to phase 3. (this phase was 2 weeks).

In phase 3, CAPE added the program Classkick and increased the use of Google Classroom to allow students to turn in assignments and get teacher feedback. Phase 3 lasted the remainder of the 2019-2020 school year. CAPE teachers and administration developed resources to support families in the different remote learning platforms. Teachers helped to create "How To" and "Troubleshooting" videos to help our community with the new platforms.

CAPE's IT manager was available every day to help with troubleshooting issues related to the over 400 CAPE Ipads that were loaned out during remote learning and any issues with specific apps. CAPE purchased Summer Bridge Curriculum books for all students as an enrichment activity to be completed over the summer.

For more information about the response to COVID during the 2019-2020 School year, please refer to COVID-19 Operations Written Report for Camarillo Academy of Education (CAPE Charter) which can be accessed via our website (www.capecharter.org) or at this link (http://www.camarillocharter.org/uploads/1/5/9/5/15953620/2020_lcap_covid-19_operations_written_report_1.pdf)

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	60
Grade 3	66
Grade 4	66
Grade 5	66
Grade 6	65
Grade 7	62
Grade 8	62
Grade 10	1
Grade 11	1
Grade 12	1
Total Enrollment	570

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	11.1
Filipino	3.2
Hispanic or Latino	21.2
Native Hawaiian or Pacific Islander	0.5
White	54
Two or More Races	9.1
Socioeconomically Disadvantaged	6.5
English Learners	2.1
Students with Disabilities	7.7
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 2018-19	School 2019-20	School 2020-21	District 2020-21
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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%

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

School Facility Conditions and Planned Improvements

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

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2020

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	81	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	84	N/A	27	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	64	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

CAPE Online High School: 9-12

Vendor: Pearson Online and Blended Learning

Course of Study- 230 Credits Required for Graduation

9th Grade

- English 9/or Advanced
- Biology
- Algebra 1A
- Geography/Health
- Physical Education
- Foreign Language 1

10th Grade

- English 10/or Advanced
- World History
- Geometry
- Science Elective
- Foreign Language 2
- Physical Education

11th Grade

- English 11/or Advanced
- U.S. History
- Algebra 2
- Chemistry/Earth Science/Physical Science
- Visual and Performing Arts Elective
- Foreign Language 3/Language

12th Grade

- English 12/or Advanced
- Government
- Economics
- Math Elective/Advanced Math
- Elective
- Elective
- Elective

Support for Students Not Meeting Standards

- Virtual/Phone appointments with teacher as needed
- 1 hour live sessions offered for each course
- Program coordinator/counselor holds monthly academic check-in meetings
- Parents/Guardians have shadow access of their student's account/work
- Tutoring offered as needed
- Program coordinator works closely with Pearson program manager to ensure best practices to support learners

Support for Students Seeking Advancement

- Honors/AP Courses offered
- PSAT/SAT/AP Tests offered at host school site
- Dual Enrollment (college courses)
- College application support
- Letter of recommendation support
- Financial aid application support
- Career awareness support
- Internships offered at host school site
- Flexible schedule for college and career advancement

Program Coordinator/Counselor Profile- Valencia Johnson

- Bachelor of Science, Family and Consumer Sciences (Concentration: Family Studies)
- Master of Science, Counseling (Concentration: School Counseling)
- 15 years in education field
- 5 years as school counselor
- 3rd year at CAPE

Professional Development

- California Association of School Counselors Conference
- CollegeBoard Training: PSAT,
- CollegeBoard Training: Promoting your Counseling Program

Overview

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

Course Transferability

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

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

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

On-Line Course Work

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

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

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

Transcripts

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

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 holds “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.

After the March 16th, closure of CAPE due to COVID-19, CAPE moved into remote feedback, this included:

During the months of March - July 2020, administration randomly called parents to solicit feedback and hear from both parents and students the positive and negatives they had experienced during the spring remote learning.

Teachers were also in constant communication with their students and parents and reporting any concerns or suggestions to administration.

Administration joined multiple grade level based social media pages to help support and answer questions and concerns from parents and students.

Weekly staff meetings were held via GOTOWEBINAR or GOTOMEETING to allow all staff members (faculty and staff) to problem solve together and help support each other.

Administration sent out a weekly Update informing families of information coming from VCOE, CDE, VCPHD and CPHD.

CAPE PTSO held a virtual meeting in June which was open to all the stakeholders.

CAPE Governing Board meetings were held each month through GOTOWEBINAR with administration sending out a "highlights from the meeting" parentsquare post the following day.

During the months of July and August, CAPE administration hosted virtual Chatter Times. In the days following Chatter Time, administration would provide a FAQ post to parentsquare for any parent who was not able to participate in Chatter Time and hear the information during the live feed. For more information about the questions/feedback from Chatter Time, please visit the COVID-19 Resource Page on the CAPE website (<http://www.camarillocharter.org/covid-19-resources.html>)

All special education staff members who are normally required to work onsite have been interviewed individually to determine potential needs and concerns. Trainings have been on-going via Zoom to discuss possible solutions and offer on-going resources. Likewise under the guidance of the Ventura County Office of Education Special Education Local Planning Area (SELPA) professional development in-services are scheduled throughout the 2020-21 school year regarding promising practices, improved methods to ensure accommodations/modifications, how to appropriately document parental supports and monitor student engagement to insure to the greatest extent possible a student's IEP is being implemented.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 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
Dropout Rate			--	7.1	7.1	6.8	9.1	9.6	9
Graduation Rate			--	85.6	84.9	85.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	1.4	5.2	6.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

This year CAPE developed a Reopening and COVID Mitigation plan, COVID Prevention Plan and COVID School Guidance checklist. All these plans are available on our school website.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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			
5	33			2	33			2	33			
6	33			2	33			2	33		2	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts	32		4		32		4		32		4	
Mathematics	32		4		32		4		32		4	
Science	32		4		32		4		32		4	
Social Science	32		4		32		4		32		4	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	0.25
Social Worker	0.1
Nurse	0.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7603.67	196.63	7,407.04	80,656.34
District	N/A	N/A	\$7,125	\$91,581
Percent Difference - School Site and District	N/A	N/A	3.9	-12.7
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-4.5	-11.3

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

Types of Services Funded (Fiscal Year 2019-2020)

Updated Technology: New projectors, updated IPADS, new teacher desktop computers, new teacher laptops, wireless speakers for the classrooms, wide screen monitors for distance learning, and other upgrades to allow the teacher to teach remotely. CAPE also had to replace multiple IPADS due to distance learning. CAPE does have one to one IPADS. CAPE also purchased hot spots for families who needed more reliable networking.

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,323	\$52,670
Mid-Range Teacher Salary	\$97,512	\$89,660
Highest Teacher Salary	\$105,601	\$112,761

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$150,246	\$158,074
Superintendent Salary	\$222,624	\$250,285
Percent of Budget for Teacher Salaries	33.0	32.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Professional development opportunities related to high quality and engaging distance learning strategies and resources will be provided throughout the school year to teachers and staff. All CAPE teachers and support staff have already completed their level one training on Google for Educators including training on using Google Classroom for instructional purposes (this happened during the summer of 2020 in preparation for the start of CAPE Phase 1). Before the start of the school year, CAPE has four professional development days for teachers in their calendar. CAPE will focus on safety and security using the new ZOOM platform and integration of the different CAPE adopted platforms into ZOOM and Google Classrooms.

Other Professional development that will occur during the 2020-2021 school year for all teachers and support staff may include, but is not limited to: First Aid and CPR, Suicide Prevention and Intervention, Trauma-Informed Practices, Second Step: Social Emotional Training Curriculum, Lucy Calkins Reader and Writers Remote Workshop, Working through a lens of Cultural and Linguistic Appropriate Strategies, Mental Health First Aid, and Responding to COVID-related Mental Health Needs. CAPE will communicate with the staff regarding any trainings offered by VCOE (Ventura County Office of Education).

Identified Special Education providers and families will be provided with a resource packet that gives information about promising practices used statewide, and through a series of meeting established by the Ventura County SELPA or Community Advisory Committee (CAC).