

Camarillo Academy of Progressive Education

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

| School 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 |
| E-mail Address | doreen.learned@cape.k12.ca.us or maryellen.lang@cape.k12.ca.us |
| Web Site | https://www.camarillocharter.org/ |
| CDS Code | 56725460115105 |

| District Contact Information | |
|-------------------------------------|--|
| District Name | Camarillo Academy of Progressive Education |
| Phone Number | (805) 385-2500 |
| Superintendent | Penelope DeLeon |
| E-mail Address | penelope.deleon@ouhsd.k12.ca.us |
| Web Site | www.oxnardunion.org |

School Description and Mission Statement (School Year 2018-19)

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.

Major Achievements – Most Recent Year

In the eleven years since the Charter School's inception, 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 between 2007-2018.

2013 WASC Accreditation

2016 California Golden Ribbon School

2017 California Honor Roll School

2017 California Honor Roll Charter School

2017 California Honor Roll School with Specialization in STEM

2012 California Distinguished School Award

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

Participation in Camarillo Academic Olympics

Super Quiz Team placed 1st in citywide competition multiple years

Annual participation in Ventura County Spelling Bee

Robotics Team actively involved in First Lego League ("FLL") and all local competitions

Big and Little Buddy Program

Beginning and Advanced Band Program

4th Grade mandatory Build-a-Band program

Guitar

Strings

Spanish

Development of Musical Theater

CAPE Cares Service Projects

High School (grades 9-12) expansion implemented in fall of 2017

Artist and Composer of the Month

Junior Optimist Club

CAPE Leadership Team

Partnership with Oxnard Union High School District to provide high school readiness for our 8th graders

After school athletics program (flag football, volleyball, basketball, soccer)

Student teacher placement site for CSUCI and Cal Lutheran University

Annual Participation in the Ventura County Geo Bee

Annual Participation of 8th graders in the Ventura County Geo Bowl

Annual Participation 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

2018-2019 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 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 65 |
| Grade 1 | 60 |
| Grade 2 | 60 |
| Grade 3 | 66 |
| Grade 4 | 66 |
| Grade 5 | 66 |
| Grade 6 | 66 |
| Grade 7 | 65 |
| Grade 8 | 60 |
| Grade 9 | 1 |
| Grade 10 | 1 |
| Grade 11 | 2 |
| Total Enrollment | 578 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 9.0 |
| Filipino | 3.1 |
| Hispanic or Latino | 18.9 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 58.0 |
| Socioeconomically Disadvantaged | 9.9 |
| English Learners | 1.6 |
| Students with Disabilities | 10.0 |
| Foster Youth | 0.2 |

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 | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 22 | 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 | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| 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 2018-19)

Year and month in which data were collected: January 2019

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of 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% |
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |

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

| School Facility Good Repair Status (Most Recent Year) | | |
|---|---------------|--|
| Year and month of the most recent FIT report: February 2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: February 2018 | | |
|--|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| 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 Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: February 2018 | |
|---|-----------|
| 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 84.0 | 83.0 | 50.0 | 47.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 83.0 | 79.0 | 29.0 | 29.0 | 37.0 | 38.0 |

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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 391 | 390 | 99.74 | 82.82 |
| Male | 190 | 189 | 99.47 | 77.78 |
| Female | 201 | 201 | 100.00 | 87.56 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 33 | 33 | 100.00 | 84.85 |
| Filipino | 11 | 11 | 100.00 | 63.64 |
| Hispanic or Latino | 84 | 84 | 100.00 | 76.19 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 230 | 229 | 99.57 | 84.28 |
| Two or More Races | 29 | 29 | 100.00 | 96.55 |
| Socioeconomically Disadvantaged | 33 | 33 | 100.00 | 69.70 |
| English Learners | 26 | 26 | 100.00 | 65.38 |
| Students with Disabilities | 44 | 43 | 97.73 | 69.77 |

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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 391 | 390 | 99.74 | 78.97 |
| Male | 190 | 189 | 99.47 | 77.78 |
| Female | 201 | 201 | 100 | 80.1 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 33 | 33 | 100 | 87.88 |
| Filipino | 11 | 11 | 100 | 63.64 |
| Hispanic or Latino | 84 | 84 | 100 | 71.43 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 230 | 229 | 99.57 | 79.91 |
| Two or More Races | 29 | 29 | 100 | 89.66 |
| Socioeconomically Disadvantaged | 33 | 33 | 100 | 69.7 |
| English Learners | 26 | 26 | 100 | 65.38 |
| Students with Disabilities | 44 | 43 | 97.73 | 69.77 |

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**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 22.7 | 18.2 | 34.8 |
| 7 | 12.3 | 30.8 | 44.6 |

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.

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 2018-19)

CAPE charter school was founded by a committed group of parents, administration and teachers. Parents play a vital role at CAPE. All parents are voting members of the CAPE PTSO (parent, teacher, and student organization) and are encouraged to attend monthly meetings. PTSO is responsible for parent involvement in school activities, fundraising and advising CAPE on all matters related to the strengthening of the school community.

Parent/Guardian Involvement

CAPE asserts that parents/guardians play a vital role in their children's education and need to be partners in the process. Parents and other concerned family members shall have frequent opportunities to interact with CAPE's directors through monthly "chatter time" meetings and shall also be strongly encouraged to attend, and speak at, board of directors' meetings. CAPE's directors and board members will welcome ideas from parents/guardians and view families as team members in carrying out the mission and philosophy of the school.

Each family will be encouraged to contribute a minimum of 40 hours of volunteer work per academic year to CAPE. The director(s) shall maintain a comprehensive list of volunteer opportunities, including, but not limited to, the following: volunteering in the classroom/school; completing activities that can be done at home; tutoring; attending parent-teacher conferences; attending CAPE's board meetings; participating in planning, or attending, fundraising and/or academic/arts events; and participating in other activities. No child will be excluded from CAPE or from school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation.

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 | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.0 | 0.5 | 0.2 | 5.9 | 6.3 | 5.2 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.5 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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.

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 | 2015-16 | | | 2016-17 | | | 2017-18 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 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 | | | 12 | 36 | | | 10 | 36 | | | 11 |

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .5 | 10 |
| Counselor (Social/Behavioral or Career Development) | .25 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | .25 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .1 | N/A |
| Speech/Language/Hearing Specialist | .75 | N/A |
| Resource Specialist (non-teaching) | .75 | N/A |
| Other | .35 | N/A |

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

*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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$7,311.11 | \$1,474.28 | \$5,836.83 | \$73,769 |
| District | N/A | N/A | \$7,125 | \$89,533 |
| Percent Difference: School Site and District | N/A | N/A | -19.9 | -19.3 |
| State | N/A | N/A | \$7,125 | \$85,815 |
| 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 2017-18)

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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$53,785 | \$50,747 |
| Mid-Range Teacher Salary | \$96,547 | \$86,127 |
| Highest Teacher Salary | \$104,556 | \$106,915 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$0 | \$136,636 |
| Average Principal Salary (High) | \$153,583 | \$150,286 |
| Superintendent Salary | \$220,420 | \$238,058 |
| Percent of Budget for Teacher Salaries | 35.0 | 34.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 5.0 |

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

Professional Development (Most Recent Three Years)

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 Self-Assessment 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 maybe 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.