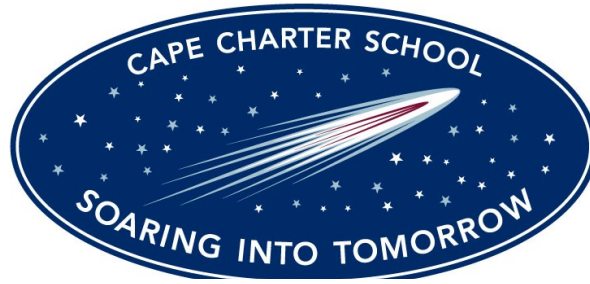


Camarillo Academy of Progressive Education (CAPE)

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Camarillo Academy of Progressive Education (CAPE)
Street	777 Aileen St.
City, State, Zip	Camarillo 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
School Website	www.camarillocharter.org
Grade Span	K-12
County-District-School (CDS) Code	56725460115105

2024-25 District 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
District Website	www.camarillocharter.org

2024-25 School Description and Mission Statement

CAPE was designed to replicate the successful education program of a pre-existing alternative public school, the Los Senderos Open School (“Los Senderos”), slated for closure at the end of the 2006-2007 school year by the Pleasant Valley Elementary School District after 31 years of successful education using the open philosophy of teaching . In response to the closure of Los Senderos, a group of parents began to research the feasibility of creating a charter school in order to ensure that the parents of Camarillo and their students had the choice of an open school philosophy. They were joined by a group of teachers with an exceptional knowledge of the open school philosophy and its application in creating students who are lifelong learners. The result was our initial charter petition meant to replicate the successful open philosophy education program at Los Senderos, in

2024-25 School Description and Mission Statement

a public charter school serving grades K-12 granted and overseen by the Oxnard Union High School District (the “District”). The District approved the charter on May 22, 2007 to operate for one year. In May 2008 the District approved the charter to operate under a five-year charter term from July 1, 2008 through July 1, 2013. In November of 2012 the District approved the charter to operate under another five-year charter term from July 1, 2013 to July 1, 2018. In November of 2017 the District approved the charter to operate under another five-year charter term from July 1, 2018 to July 1, 2023. Effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022 and June 30, 2025, shall have their term extended by three years pursuant to California Education Code Section 47607.4 This means that the new charter term from CAPE will expire on July 1, 2026.

The mission of Camarillo Academy of Progressive Education is to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks, and are able to work cooperatively. Together, teachers, students and parents create and sustain an environment in accordance with a progressive philosophy that sparks imagination, ignites a love for learning and encourages each individual to be and do the best that he/she can, enabling pupils to become self-motivated, competent, life-long learners, who are equipped for the challenges of the 21st century. The formation of our school vision was an exciting and powerful process: a dream of parents, teachers and students. This dedicated group sought an education for all children that would be student-centered, meaningful and connected to the real world. Each student, teacher, and parent was empowered to assume personal responsibility for learning and for supporting the learning community. 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. Teachers create a classroom environment which challenges and supports students’ learning. Teachers at CAPE implement a standards-based curriculum while promoting diversity, creativity, cooperation and individual learning styles. Parents and teachers work as partners to guide and encourage students to become positive, responsible, contributing citizens who value themselves and others in their choices as they strive to become life-long learners.

CAPE’s philosophy is based in part on research that reveals that children learn best when they are intrinsically motivated. Therefore, a child at CAPE is not encouraged to pursue extrinsic rewards such as individual recognition, a teacher’s approval, a sticker on a test, or even good grades. Instead children are motivated to learn because their interests have been sparked. Standards-based curricula are brought to life through hands-on projects that make learning relevant. Students are challenged to ask questions, encounter problems, make mistakes and discover solutions through new ways of thinking. Differentiation often occurs naturally because each student takes responsibility for learning at his or her own level. Teachers ask questions to guide children toward more sophisticated thinking until the students suddenly realize the need for some new piece of information or a new way of seeing things in order to overcome problems. In this way, students suddenly want to learn—in fact hunger to learn—in order to solve problems and be successful. Through this kind of process, the lessons the children learn become deeply embedded. And even more important, students acquire problem-solving skills, gain confidence and experience the joy of learning that can motivate them to be lifelong learners. CAPE’s philosophy also takes into account the fluid nature of education. The teachers, administrators and parents are lifelong learners themselves, ready to implement and embrace new, evidence-based ideas into the curriculum as new research emerges. Teachers are also constantly reassessing students’ strengths, interests and gaps in learning. Therefore, at both the school-wide level and at the level of each individual child, CAPE’s philosophy is progressive and flexible to best meet the needs of each student.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	9
Kindergarten	60
Grade 1	60
Grade 2	63
Grade 3	65
Grade 4	66
Grade 5	66
Grade 6	66
Grade 7	63
Grade 8	61
Grade 10	1
Grade 11	3
Total Enrollment	583

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53
Male	47
Asian	12.7
Black or African American	1.4
Filipino	2.4
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	12.5
White	46.1
English Learners	1.5
Socioeconomically Disadvantaged	21.1
Students with Disabilities	13

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	88.20	579.80	77.39	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.08	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.40	1.66	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	4.97	60.00	8.01	12115.80	4.41
Unknown/Incomplete/NA	1.50	6.78	96.30	12.85	18854.30	6.86
Total Teaching Positions	22.10	100.00	749.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	87.50	629.60	81.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.30	0.56	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.30	2.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	43.90	5.71	11953.10	4.28
Unknown/Incomplete/NA	3.00	12.50	69.80	9.07	15831.90	5.67
Total Teaching Positions	24.00	100.00	770.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	86.83	636.10	82.66	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.59	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.12	20.00	2.60	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	7.41	41.80	5.43	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.60	67.00	8.71	14303.80	5.15
Total Teaching Positions	24.30	100.00	769.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	1
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	1.10	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CAPE believes that learning best occurs when instruction is delivered in a manner consistent with innovative and research based philosophy. The premise of CAPE's education is to create a learning environment where students actively experience their education and are continually challenged in an ever-changing, yet organized setting. There is an active cooperative partnership among parents, students and teachers, where learning is for its own sake, for the joy of it, and for its intrinsic value. Each student is held accountable for his or her own progress while utilizing the support system of teachers and parents.

The CAPE philosophy encourages each child to fully participate in his or her education. Building self-esteem through personal responsibility is a primary focus. If children feel good about themselves, they will be more open to learning. CAPE shall provide safe, nurturing and intellectually engaging surroundings where students are inspired to intrinsically value learning as they achieve social and academic success. The instructional program shall conform to California Common Core State Standards. The teachers and board of CAPE shall continuously assess the implementation of its curriculum. The goal of the school is to ensure that every child is successful. Strategies for accomplishing this goal include staff development and training, faculty meetings, articulation among staff members, observation of classroom instruction, parent surveys and a continuous review of assessment results. Teachers will create classroom environments that challenge and support students' learning of standards-based curriculum while promoting diversity, creativity, cooperation and individual learning styles. Parents and teachers work as partners to guide and encourage students to become positive, responsible, contributing citizens who value themselves and others in their choices as they strive to become life-long learners.

Year and month in which the data were collected

January 2024

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/Amplify Phonics	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	Human Relations Media/PE Sparks Program	Yes	0%
Visual and Performing Arts	Musical Theatre Program and Music for All	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 \$500 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 laptops. 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 ViewSonic board.

Year and month of the most recent FIT report

February 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	82	84	45	50	46	47
Mathematics (grades 3-8 and 11)	80	79	20	24	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	389	100.00	0.00	83.80
Female	208	208	100.00	0.00	86.06
Male	181	181	100.00	0.00	81.22
American Indian or Alaska Native	0	0	0	0	0
Asian	62	62	100.00	0.00	93.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	80.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	44	100.00	0.00	81.82
White	177	177	100.00	0.00	82.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	26	26	100.00	0.00	76.92
Socioeconomically Disadvantaged	91	91	100.00	0.00	70.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	52.17

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	389	100.00	0.00	78.66
Female	208	208	100.00	0.00	75.00
Male	181	181	100.00	0.00	82.87
American Indian or Alaska Native	0	0	0	0	0
Asian	62	62	100.00	0.00	95.16
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	65.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	44	100.00	0.00	84.09
White	177	177	100.00	0.00	79.66
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	26	26	100.00	0.00	57.69
Socioeconomically Disadvantaged	91	91	100.00	0.00	69.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	41.30

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	78.40	85.38	18.91	21.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	130	100.00	0.00	85.38
Female	71	71	100.00	0.00	83.10
Male	59	59	100.00	0.00	88.14
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	77.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	81.25
White	51	51	100.00	0.00	82.35
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	0.00	81.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	46.15

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education Programs

- 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

2023-24 Career Technical Education Programs

given a copy of a current transcript. The transcript will show work completed through as well as credits earned from CAPE Charter School.

2023-24 Career Technical Education (CTE) Participation

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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	---	---	---	---	---

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Feedback from all educational partners is an important part of the CAPE Community. CAPE has a Governing Board that consists of Two Parent Representatives, Two Teachers who represent all employees, and One Community Member that represent the interest of the surrounding area. The main parent organization of CAPE is a PTSO. Many schools have a PTA, but it was important to the parents of CAPE to have an organization that included all educational partners. When choosing the PTSO, they liked that all community members are automatically enrolled (no membership dues or applications) and students are also included. Once a month the CAPE administration meets informally with parents via "chatter time" to brainstorm, receive feedback and answer questions. Teachers communicate to students daily through morning meeting or advisory time and report to administration feedback and ideas from our student educational partners. Administration meets monthly with student representatives from all classes in grades 3-8 to hear their ideas, suggestions and feedback.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0	0	0	6	5.4	4.7	7.8	8.2	8.9
Graduation Rate	0	0	0	89.9	89.5	91.2	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	584	40	6.8
Female	310	310	23	7.4
Male	274	274	17	6.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	76	76	2	2.6
Black or African American	--	--	--	--
Filipino	13	13	0	0.0
Hispanic or Latino	147	147	12	8.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	73	73	7	9.6
White	266	266	19	7.1
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	130	130	16	12.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	89	10	11.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.34	0.17	0.17	4.52	5.58	5.41	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.3	0.45	0.57	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.00	0.00
Male	0.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.32	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

CAPE takes the safety of students and staff very seriously. CAPE's disaster preparedness plan includes steps for 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.

2024-25 School Safety Plan

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 Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	10	1		
K	20	3		
1	20	3		
2	21		3	
3	22		3	
4	33		2	
5	33		2	
6	33		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	10	1		
K	20	3		
1	20	3		
2	21		3	
3	22		3	
4	33		2	
5	33		2	
6	33		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	10	1		
K	20	3		
1	20	3		
2	21		3	
3	22		3	
4	33		2	
5	33		2	
6	33		2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	0	0	1
Mathematics	33	0	0	1
Science	33	0	0	1
Social Science	33	0	0	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	0	0	1
Mathematics	33	0	0	1
Science	33	0	0	1
Social Science	33	0	0	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	0	0	1
Mathematics	33	0	0	1
Science	33	0	0	1
Social Science	33	0	0	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	5

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0.5
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,271.50	\$1,242.04	\$9,029.46	\$81,955.15
District	N/A	N/A	\$7,125	\$108,051
Percent Difference - School Site and District	N/A	N/A	23.6	-27.5
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-17.6	-24.9

Fiscal Year 2023-24 Types of Services Funded

CAPE used additional funds provided by the state (CAPE does not receive any federal funds) to implement the following:

CAPE increased the hours that we have onsite counseling (4 days to full-time)
 CAPE hired additional campus supervisors to help transition students on the playground during recess and lunch
 CAPE hired paraeducators to work in the kindergarten and TK Classrooms
 CAPE hired Social Emotional Coordinator that will teach weekly lessons in the classrooms CAPE has an emphasis on engaging enrichment activities - including but not limited to sports, arts, and music
 CAPE has collaboration days for teachers to examine data and use assessments to guide instruction and share best practices
 CAPE hired a teacher to meet with all students enrolled in grades 9-12 for a min of 30 minutes per week to discuss progress and goals.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,200	\$62,635
Mid-Range Teacher Salary	\$111,151	\$101,698
Highest Teacher Salary	\$128,526	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$162,013
Average Principal Salary (High)	\$177,227	\$182,697
Superintendent Salary	\$261,796	\$298,748
Percent of Budget for Teacher Salaries	27.25	30.11
Percent of Budget for Administrative Salaries	3.02	4.78

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional development opportunities related to high quality education, differentiation, social emotional education and engaging students in their own learning strategies and resources will be provided throughout the school year to teachers and staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5
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