

Camarillo Academy of Progressive Education School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15



Camarillo Academy of Progressive Education



Contact Information (School Year 2014-15)

777 Aileen St.

Camarillo, CA 93010-2959

(805) 384-1415

Principal:

Mrs. Learned and Mrs. Lang

Contact E-mail Address:

doreen.learned@cape.k12.ca.us;
maryellen.lang@cape

County-District-School (CDS) Code: 56725460115105

Oxnard Union High

Contact Information (School Year 2014-15)

(805) 385-2500

www.ouhsd.k12.ca.us

Superintendent:

Gabe Soumakian

Contact E-mail Address:

Gabe.Soumakian@ouhsd.k12.ca.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information - Most Recent Year

District Name	Oxnard Union High
Phone Number	(805) 385-2500
Superintendent	Gabe Soumakian
E-mail Address	Gabe.Soumakian@ouhsd.k12.ca.us
Web Site	www.ouhsd.k12.ca.us

School Contact Information - Most Recent Year

School Name	Camarillo Academy of Progressive Education
Street	777 Aileen St.
City, State, Zip	Camarillo, CA 93010-2959
Phone Number	(805) 384-1415
Principal	Mrs. Learned and Mrs. Lang
E-mail Address	doreen.learned@cape.k12.ca.us; maryellen.lang@cape
Web Site	N/A
County-District-School (CDS) Code	56725460115105

School Description and Mission Statement- Most Recent Year

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. Camarillo Academy of Progressive Education (CAPE) charter school is a public school that has been authorized, or "chartered," to teach its students via its unique, proven educational program. CAPE is an independent charter school and is authorized by Oxnard Union High School district but is not considered part of their district; CAPE is seen as its own school district. CAPE is a public school therefore does not charge tuition and does not discriminate. One of the many benefits to CAPE being an independent charter is that the teachers and administration are free from the bureaucratic mandates that are forced upon schools every year by school district offices. CAPE teachers have the freedom to use educational programs that help each student excel, they are not forced to use a standardized, one-size fits- all program adopted by a large school district. It is the mission of the CAPE to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks, and work cooperatively. Together the parents, students and teachers create a progressive environment that sparks imagination, ignites a love for learning, and encourages each individual to be and to do the best he/she can. The formation of our school vision was an exciting and powerful process. 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 instruction 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 support students' learning. Teachers at CAPE implement a standards-based curriculum while promoting diversity, creativity, cooperative 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 lifelong learners.

Major Achievements - Most Recent Year

WASC accredited 2014
California Distinguished School 2012
Ranked 7th in the Top Ten Charter Schools of California by a study conducted by USC 2013
California Better Business Bureau School of Excellence 2013
Member of California BBB
Member of Camarillo Chamber of Commerce

Focus for Improvement - Most Recent Year

CAPE spent over \$300,000 on technology this past year. All students in grades 4-8 have IPADS to use during the school day. In kindergarten through third grade there is 1 IPAD for every 2 students. CAPE teachers were trained to teach students to use technology for producing not consuming. All classrooms have Hoovercams, SMART boards, Apple TVs, and projectors. CAPE has 72 Smart Response Clickers that can be shared between classrooms. CAPE hired two part time IT specialists to help with technology repair and implementation of hardware, software and apps.

Homework - Most Recent Year

All CAPE students are expected to read for 20 minutes per night in addition to the below listed homework times. The following schedule is a suggestion for the average student who attends CAPE. Some students will require more time to homework completion and other students might take less.

Monday - Friday
Kindergarten is 10 minutes per night
First grade is 10 minutes per night
Second grade is 20 minutes per night
Third grade is 30 minutes per night
Fourth grade is 40 minutes per night
Fifth grade is 60 minutes per night
Sixth grade is 60 minutes per night
Seventh grade is 70 minutes per night
Eighth grade is 80 minutes per night

School Schedule - Most Recent Year

8:00 First Bell Rings (Students go to the blacktop)
8:10 Second Bell Rings (Students go to their rooms)
8:15 Tardy Bell (All students should be in their seats)

9:30 9:50 20 mins 1-2 Recess

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10:15 10:35 20 mins 3-5 Recess
 10:51 10:57 6 mins 6-8 Passing Break

11:00 11:40 40 mins K-2 Lunch
 11:55 12:35 40 mins 3-5 Lunch
 12:40 1:20 40 mins Middle School Lunch

1:20 1:35 15 mins K-3 Recess

2:00 All Day Kindergarten Dismissed
 2:30 School Dismissed

AM Kindergarten 8:15am-11:35pm
 PM Kindergarten 11:10 (11:15 is the tardy bell) - 2:30pm

Student Enrollment by Grade Level (School Year 2013-14)

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	66
Grade 8	61
Total Enrollment	570

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	6.8
Filipino	1.6
Hispanic or Latino	15.8
Native Hawaiian/Pacific Islander	0.2
White	67.2
Two or More Races	7.00
Socioeconomically Disadvantaged	5.1
English Learners	2.1
Students with Disabilities	10.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	23	23	23	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Leadership - Most Recent Year

CAPE is under the leadership of two co-directors. Maryellen Lang is the director of education and Doreen Learned is the director of operations. CAPE is governed by their own school board of five elected positions. Sitting on the board are two parent representatives, two teacher representatives and one community representative. Currently sitting on the board (all members serve a two year term) are: Chris Parker, Richard Busse, Gary Milgram, Michele Keefer and Brian Roberts

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	94.2	5.8
High-Poverty Schools in District	93.86	6.14
Low-Poverty Schools in District	95.82	4.18

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

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This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin	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	Middle School Spanish	Yes	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

GATE - Most Recent Year

CAPE uses an embedded Gifted and Talented Program. CAPE believes that all students are gifted in some way and it is our responsibility to foster those gifts and find what motivates students to become life long learners. CAPE uses Scottish Storyline and Project Based Learning along with Depth and Complexity to meet the needs of their diverse community.

Special Education - Most Recent Year

CAPE provides for all modifications/accommodations set forth by IEPs or 504 plans. CAPE has a part time speech therapist, part time occupational therapist, and a part time resource special education teacher on staff. CAPE works with a company called S.E.A.T.S. to provide special educational testing and implantation and writing of IEPs.

English Learners - Most Recent Year

CAPE uses SADIE in all classrooms. CAPE also has a student support specialist that pulls groups to help our EL population with scaffolding and preteaching. Teachers are encouraged to attend training provided by VCOE or other institutes specializing in the latest best practices for EL strategies.

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.

School Facility Good Repair Status - Most Recent Year

Using the most recent 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

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

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

Library - Most Recent Year

CAPE does not have a separate library. Each classroom is equipped with their own library. Each teacher is provided with \$400 per year to purchase new books to enhance their libraries. Teachers are encouraged to have a wide variety of text available in different reading levels. CAPE also utilizes Camarillo's public library (the first grade classes visit each month).

Computers - Most Recent Year

All classrooms have both teacher and student computers. All classrooms are equipped with a SMART board, Hoovercam, Apple TV and projector. All students in grades 4-8 have an IPAD to use during the school day. Grades kindergarten through third grade have 1 IPAD for every 2 students. All teachers have an IPAD and a lap top computer. CAPE has 36 netbook computers and 99 wireless keyboards (turing the IPADS into mini netbook computers) that can be shared between classes.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	91%	81%	91%	55%	54%	53%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	53%
All Students at the School	91%
Male	93%
Female	90%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	92%
Filipino	N/A
Hispanic or Latino	78%
Native Hawaiian or Pacific Islander	N/A
White	96%
Two or More Races	N/A
Socioeconomically Disadvantaged	N/A
English Learners	N/A
Students with Disabilities	77%
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	80%	81%	80%	45%	48%	49%	54%	56%	55%
Mathematics	80%	77%	77%	26%	29%	27%	49%	50%	50%
History-Social Science	76%	75%	80%	43%	46%	44%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Other Measures of Student Achievement - Most Recent Year

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	6	3	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	7	1	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	37	12	-39
Native Hawaiian or Pacific Islander			
White	2	-4	-2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	20%	23.1%	38.5%
7	12.5%	35.9%	39.1%
9	N/A	N/A	N/A

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement - Most Recent Year

CAPE charter school was founded by a committed group of parents, administration and teachers. Parents play a vital role at CAPE. The CAPE charter suggests that all parents try to volunteer a minimum of one hour per week per family. All parents are voting members of the CAPE PTSO (parent, teacher, student organization) and are encouraged to attend the monthly meetings. There are many ways for parents to volunteer: centers in the classroom, copying for the teachers, teaching artist and composer of the month, junior great book instructors, mini course instructors, driving and chaperoning the many field trip that occur during the school year, CAPE-a-thon, winter gala, pasta palozza, Friday lunch program and many more.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	1.4	0.7	0.2	10.9	7.1	4.7	4.4	5.1	5.7
Expulsions	0	0	0	0.5	0.6	0.3	0.1	0.1	0.1

Discipline - Most Recent Year

CAPE uses morning meetings and a community based approach to discipline. The co-directors meet with students to discuss the source of the problems and work with parents, teachers and students to help resolve issues. Teachers are trained in Play to Learn and Learn to Play, a strategy for resolution during playground time.

School Safety Plan - Most Recent Year

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	NA	2008-2009
Year in Program Improvement*	NA	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3	0	0	20	3			20	3		
1	20.3	3	0	0	20	3			20	3		
2	20	3	0	0	20	3			20	3		
3	21.7	3	0	0	22		3		22		3	
4	33	0	0	2	33			2	33			2
5	32.5	0	1	3	33			4	33			2
6	33.5	0	0	2	35		5	6	35		5	6
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	40	0	1	3	29		4		32		2	2
Mathematics	32	0	2	2	30		4		32		2	2
Science	32	0	2	2	30		4		32		2	2
Social Science	32	0	1	2	29		4		32		2	2

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* 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non - teaching)	0.6	N/A
Other	0.5	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.

Specialized Program/Staff - Most Recent Year

CAPE has a health tech who assists with all medical needs. CAPE also employs a student support service instructor who assists with EL strategies, reading intervention, CELDT testing and SBAC testing.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,529	\$477	\$5,051	\$59,875
District	N/A	N/A	N/A	\$73,770
Percent Difference - School Site and District	N/A	N/A	N/A	-18.84
State	N/A	N/A	\$4,690	\$72,276
Percent Difference - School Site and State	N/A	N/A	7.7	-17.16

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

Types of Services Funded (Fiscal Year 2013-14)

Apple TVs, IPADS (1:1 ration in grades 5-8; 2:1 in grades k-4), Projectors, Document Cameras, Web based intervention programs such as: Zingy Science, Accelerated Readers, IXL mathematics and language arts. Money is used for staff development in technology, student intervention, common core and other academic areas. We also have two physical education teachers, two music teachers, a band teacher and a counseling service that comes to teach character education and run small support groups.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,120	\$42,957
Mid-Range Teacher Salary	\$77,403	\$69,613
Highest Teacher Salary	\$83,726	\$89,407
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$120,526
Average Principal Salary (High)	\$124,259	\$129,506
Superintendent Salary	\$196,000	\$207,044
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	4%	5%

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 6 full days of staff development; four before the start of school and two 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 trainings and seminars that foster the educational programs here at CAPE.

Evaluation/Improving Teachers - Most Recent Year

Teachers are evaluated each month by the co-directors in informal "snap" shots. Teachers help to develop the feedback form given by the directors. Teachers are also given observed formally each year. The directors pick up attendance in the classrooms each day to see a quick view of what is happening in the classes each day (attendance is picked up at a different time each day). Teachers set goals and meet with the directors to discuss what resources and support they need in order to obtain their set goals.

Substitute Teachers - Most Recent Year

CAPE has a core set of substitute teachers who fill in for full time teachers when needed. All substitute teachers have either a CA teaching credential or a CA 30-day emergency credential. Substitute teachers are finger printed by VCOE and must have their credentials on file with both CAPE and VCOE. All substitutes are trained with the school's philosophy before they are placed in the classroom.