

# Capri Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Capri Elementary School
<b>Street</b>	941 Capri Rd.
<b>City, State, Zip</b>	Encinitas, CA 92024
<b>Phone Number</b>	760.944.4360
<b>Principal</b>	Laura Philyaw
<b>E-mail Address</b>	<a href="mailto:laura.philyaw@eusd.net">laura.philyaw@eusd.net</a>
<b>Web Site</b>	
<b>Grades Served</b>	K-6
<b>CDS Code</b>	37680806066989

<b>District Contact Information</b>	
<b>District Name</b>	Encinitas Union Elementary School District
<b>Phone Number</b>	760.944.4300
<b>Superintendent</b>	Timothy Baird
<b>E-mail Address</b>	timothy.baird@eusd.net
<b>Web Site</b>	www.eusd.net/pages/default.aspx

### School Description and Mission Statement (Most Recent Year)

Capri Elementary School has served the community of Leucadia in north coastal San Diego County since opening in 1969. Our families describe our K-6 school of 700 students as a "hidden jewel overlooking the Pacific" and is a California Distinguished School.

Capri's students are culturally, linguistically, and economically diverse. Capitalizing on our diverse cultural resources, Capri has developed an exemplary Dual Language Immersion program in Spanish, which serves students from throughout the district. The Dual Language Immersion Program is a challenging and rigorous academic program in which Spanish is used as the primary language of instruction. The classroom population is approximately half native English-speaking children and half native Spanish-speaking children. The program implements a 90/10-immersion model in which K-1 students receive 90% of their instruction in Spanish and 10% in English. Each year after first grade, the percentage of time instructed in English in core subjects increases by 10% annually, until 4th - 6th grade, which is 50/50. The goals of the program are: academic excellence, fluency and literacy in both languages, and cross-cultural understanding.

Capri's attendance area is also home to many local artists. Building on the artistic and eclectic personality of our neighborhood, Capri also enriches academic learning by infusing visual and performing arts throughout our school-wide program. Capri parents actively support and enhance student learning through generous volunteerism.

Thanks to our PTA and Encinitas Education Foundation, we engage music, science, computer coding, and PE consultants who further enrich our students' experience at Capri. Capri's talented teachers are highly educated, intelligent, caring, and collaborative. Capri's students are sensitive, curious, imaginative, and hard-working. Together, we share our beautiful campus, pursuing our vision of exceptional learning for every child.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	107
<b>Grade 1</b>	93
<b>Grade 2</b>	110
<b>Grade 3</b>	110
<b>Grade 4</b>	103
<b>Grade 5</b>	82
<b>Grade 6</b>	100
<b>Total Enrollment</b>	705

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	0.9
Hispanic or Latino	36
White	56.9
Two or More Races	3
Socioeconomically Disadvantaged	23.1
English Learners	20.7
Students with Disabilities	9.2

## 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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	31		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 (School Year 2015-16)**

Year and month in which data were collected: November, 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (K-5) 2003 McDougal Littell (6) 2002	Yes	0
Mathematics	Scott Foresman-Addison Wesley 2009	Yes	0
Science	Houghton Mifflin 2007	Yes	0
History-Social Science	Harcourt 2006	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: February, 2014				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	66	71	44
Mathematics	62	68	33

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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	111	108	97.3	26	24	28	22
	4	103	98	95.1	11	12	30	47
	5	85	80	94.1	15	14	35	36
	6	100	98	98.0	9	23	43	24
Male	3		57	51.4	33	18	32	18
	4		54	52.4	9	13	33	44
	5		40	47.1	20	15	35	30
	6		62	62.0	10	26	35	29
Female	3		51	45.9	18	31	24	27
	4		44	42.7	14	11	25	50
	5		40	47.1	10	13	35	43
	6		36	36.0	8	19	56	17
Black or African American	3		1	0.9	--	--	--	--
	4		2	1.9	--	--	--	--
American Indian or Alaska Native	6		1	1.0	--	--	--	--
Asian	3		1	0.9	--	--	--	--
	6		3	3.0	--	--	--	--
Filipino	4		2	1.9	--	--	--	--
Hispanic or Latino	3		40	36.0	43	33	13	13
	4		36	35.0	31	19	19	31
	5		27	31.8	33	19	37	11
	6		37	37.0	19	43	30	8

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		64	57.7	17	19	36	28
	4		54	52.4	0	7	35	57
	5		50	58.8	6	10	34	50
	6		55	55.0	2	11	53	35
Two or More Races	3		2	1.8	--	--	--	--
	4		4	3.9	--	--	--	--
	5		3	3.5	--	--	--	--
	6		2	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		31	27.9	55	39	6	0
	4		26	25.2	42	23	19	15
	5		21	24.7	33	24	38	5
	6		30	30.0	20	40	40	0
English Learners	3		24	21.6	63	33	4	0
	4		15	14.6	73	20	7	0
	5		7	8.2	--	--	--	--
	6		11	11.0	36	45	18	0
Students with Disabilities	3		15	13.5	53	33	7	7
	4		12	11.7	42	17	17	25
	5		10	11.8	--	--	--	--
	6		14	14.0	43	21	36	0
Students Receiving Migrant Education Services	3		2	1.8	--	--	--	--
	4		2	1.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	111	108	97.3	23	19	32	25
	4	103	98	95.1	8	14	36	42
	5	85	81	95.3	15	26	25	35
	6	100	98	98.0	15	32	26	28
Male	3		57	51.4	28	9	35	28
	4		54	52.4	4	13	37	46
	5		41	48.2	17	27	24	32
	6		62	62.0	15	29	23	34
Female	3		51	45.9	18	31	29	22
	4		44	42.7	14	16	34	36
	5		40	47.1	13	25	25	38
	6		36	36.0	17	36	31	17
Black or African American	3		1	0.9	--	--	--	--
	4		2	1.9	--	--	--	--
American Indian or Alaska Native	6		1	1.0	--	--	--	--
Asian	3		1	0.9	--	--	--	--
	6		3	3.0	--	--	--	--
Filipino	4		2	1.9	--	--	--	--
Hispanic or Latino	3		40	36.0	35	25	28	13
	4		36	35.0	19	25	36	19
	5		27	31.8	30	33	19	19
	6		37	37.0	35	30	27	8
White	3		64	57.7	16	16	36	33
	4		54	52.4	2	6	37	56
	5		51	60.0	8	22	29	41
	6		55	55.0	2	33	25	40
Two or More Races	3		2	1.8	--	--	--	--
	4		4	3.9	--	--	--	--
	5		3	3.5	--	--	--	--
	6		2	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		31	27.9	39	26	29	6
	4		26	25.2	27	38	27	8
	5		21	24.7	43	29	14	14
	6		30	30.0	37	33	27	3
English Learners	3		24	21.6	42	29	25	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		15	14.6	40	53	7	0
	5		7	8.2	--	--	--	--
	6		11	11.0	45	45	9	0
Students with Disabilities	3		15	13.5	60	7	13	20
	4		12	11.7	33	25	8	33
	5		10	11.8	--	--	--	--
	6		14	14.0	43	36	21	0
Students Receiving Migrant Education Services	3		2	1.8	--	--	--	--
	4		2	1.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	83	77	70	86	84	83	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	70
Male	68
Female	71
Hispanic or Latino	44
White	89
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	33
Foster Youth	--

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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.50	22.60	57.10

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)

Parents and the community are very supportive of the educational program at Capri Elementary School. We hold a variety of events, programs, and activities throughout the school year for parents to become actively involved in their child's school and education: Fall Festival, Capri De Mayo, Art Experiences, Jog-a-thon, Book Fair, Science Nights, Capri Reads Reception, Parent Teacher Association (PTA) meetings, family dinners and restaurant nights, family curriculum nights, Open House, and Back to School Night.

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	1.17	0.86	0.83	0.78	0.55	0.32	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Capri Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year. Earthquake and disaster drills are held once each year. Monitoring of school grounds is performed by noon supervisors and assigned staff before, during, and after school. All visitors must sign in at the office, obtain a visitor's pass, and sign out upon leaving.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

Capri Elementary School reviews the plan annually and updates it as needed. The plan was last updated in Spring 2014 and reviewed with school staff at that time. Safety meetings are held four times per year at the District and once per month at the school site. A copy of the Safety Plan is available to the public at the school office.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	22	1	4		22	2	2		24		5	
1	24		3		24		4		24		3	
2	23		5		25		5		23		5	
3	24		3		24		4		22	1	4	
4	29		4		28		3		29		3	
5	29		3		28		4		27		3	
6	31		2	1	29		3		29		3	1

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2.4	N/A
Resource Specialist		N/A
Other		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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$11,383	\$4,779	\$6,605	
District	N/A	N/A	\$6,857	\$75,386
Percent Difference: School Site and District	N/A	N/A	-3.7	
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	23.5	

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

**Types of Services Funded (Fiscal Year 2014-15)**

In addition to general State funding, Encinitas Union School District receives State and Federal funding for special programs. For the 2011-12/2012-13 school year, the District received approximately \$1,524,899 per student in Federal and State aid for the following categorical, special education, and support programs: Peer Assistance and Review, Special Education, Safe & Drug Free Schools, School Improvement Program, Economic Impact Aid, Title I, Instructional Materials, Class Size Reduction.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,276	\$43,091
Mid-Range Teacher Salary	\$66,380	\$70,247
Highest Teacher Salary	\$98,450	\$89,152
Average Principal Salary (Elementary)	\$113,444	\$112,492
Average Principal Salary (Middle)		\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$205,000	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percent of Budget for Administrative Salaries	5%	6%

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)**

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In Encinitas teachers participate in professional development at least once per month. Four months are dedicated to district-wide training, while six months are dedicated to school specific training. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics.