

# Capri Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<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>	Carrie Lancon
<b>E-mail Address</b>	carrie.lancon@eusd.net
<b>Web Site</b>	www.eusd.net
<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 (School Year 2016-17)

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 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 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	96
<b>Grade 1</b>	112
<b>Grade 2</b>	90
<b>Grade 3</b>	113
<b>Grade 4</b>	107
<b>Grade 5</b>	99
<b>Grade 6</b>	85
<b>Total Enrollment</b>	702

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	2.3
Filipino	0.7
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0
White	58.4
Two or More Races	2.3
Socioeconomically Disadvantaged	24.1
English Learners	19.5
Students with Disabilities	10
Foster Youth	0.3

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	43	40	34	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)**

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 2016-17)**

Year and month in which data were collected: November, 2016

Subject	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 of the most recent FIT report: March, 2016				
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 of the most recent FIT report: March, 2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	66	71	71	76	44	48
Mathematics	62	72	69	72	34	36

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 Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	116	112	96.5	67.0
	4	105	102	97.1	70.6
	5	95	91	95.8	69.2
	6	85	83	97.7	79.5
Male	3	57	54	94.7	61.1
	4	53	52	98.1	65.4
	5	51	50	98.0	64.0
	6	42	41	97.6	78.0
Female	3	59	58	98.3	72.4
	4	52	50	96.2	76.0
	5	44	41	93.2	75.6
	6	43	42	97.7	81.0
Hispanic or Latino	3	38	38	100.0	47.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	41	41	100.0	41.5
	5	34	33	97.1	36.4
	6	28	28	100.0	71.4
White	3	66	63	95.5	76.2
	4	61	58	95.1	89.7
	5	52	50	96.2	90.0
	6	53	52	98.1	82.7
Socioeconomically Disadvantaged	3	22	22	100.0	22.7
	4	31	30	96.8	30.0
	5	29	29	100.0	37.9
	6	24	24	100.0	62.5
English Learners	3	16	16	100.0	6.3
	4	22	22	100.0	9.1
	5	14	14	100.0	
Students with Disabilities	3	15	12	80.0	50.0
	4	14	13	92.9	15.4
	5	14	14	100.0	35.7
	6	12	11	91.7	45.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	116	113	97.4	73.2
	4	105	102	97.1	78.4
	5	95	92	96.8	67.4
	6	85	84	98.8	66.3
Male	3	57	55	96.5	79.6
	4	53	52	98.1	76.9
	5	51	51	100.0	72.5
	6	42	42	100.0	68.3
Female	3	59	58	98.3	67.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	52	50	96.2	80.0
	5	44	41	93.2	61.0
	6	43	42	97.7	64.3
<b>Hispanic or Latino</b>	3	38	38	100.0	55.3
	4	41	41	100.0	68.3
	5	34	33	97.1	42.4
	6	28	28	100.0	53.6
<b>White</b>	3	66	64	97.0	82.5
	4	61	58	95.1	84.5
	5	52	50	96.2	82.0
	6	53	52	98.1	73.1
<b>Socioeconomically Disadvantaged</b>	3	22	22	100.0	45.5
	4	31	30	96.8	63.3
	5	29	29	100.0	41.4
	6	24	24	100.0	50.0
<b>English Learners</b>	3	16	16	100.0	31.3
	4	22	22	100.0	45.5
	5	14	14	100.0	7.1
<b>Students with Disabilities</b>	3	15	13	86.7	50.0
	4	14	13	92.9	23.1
	5	14	14	100.0	35.7
	6	12	12	100.0	27.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	77	70	74	84	83	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	95	89	93.7	74.2
Male	51	49	96.1	73.5
Female	44	40	90.9	75.0
Hispanic or Latino	34	32	94.1	43.8
White	52	49	94.2	89.8
Socioeconomically Disadvantaged	29	28	96.6	50.0
English Learners	14	13	92.9	15.4
Students with Disabilities	14	14	100.0	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13	12	67.4

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 (School Year 2016-17)**

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.9	0.8	0.1	0.6	0.3	0.3	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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 2015 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.

### Federal Intervention Program (School Year 2016-17)

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

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

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

Grade Level	2013-14				2014-15				2015-16			
	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	2	2		24		5		24		4	
1	24		4		24		3		23		5	
2	25		5		23		5		23		4	
3	24		4		22	1	4		23		5	
4	28		3		29		3		29	1	3	
5	28		4		27		3		29	1	3	
6	29		3		29		3	1	27		2	1

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 2015-16)**

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	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$13,225	\$5,524	\$7,701	
District	N/A	N/A	\$8,006	\$76,404
Percent Difference: School Site and District	N/A	N/A	-3.8	
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	35.7	

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 \$1,5248 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 2014-15)**

<b>Category</b>	<b>District Amount</b>	<b>State Average for Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$41,887	\$44,573
<b>Mid-Range Teacher Salary</b>	\$69,036	\$72,868
<b>Highest Teacher Salary</b>	\$102,390	\$92,972
<b>Average Principal Salary (Elementary)</b>	\$119,117	\$116,229
<b>Superintendent Salary</b>	\$213,200	\$201,784
<b>Percent of Budget for Teacher Salaries</b>	41%	39%
<b>Percent of Budget for Administrative Salaries</b>	6%	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)**

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.