



# Capri Elementary School

850 Chapman Avenue • Campbell CA, 95008 • (408) 364-4260 • Grades K-5

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<https://capri.campbellusd.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Campbell Union School District

155 N. Third Street  
Campbell CA, 95008  
(408) 364-4200  
[www.campbellusd.org](http://www.campbellusd.org)

#### District Governing Board

Pablo A. Beltran

Danielle M.S. Cohen

Chris Miller

Richard H. Nguyen

Michael L. Snyder

#### District Administration

Dr. Shelly Viramontez  
**Superintendent**

Nelly Yang  
**Assistant Superintendent,  
Administrative Services**

Lena Bundtzen  
**Assistant Superintendent, Human  
Resources Services**

Whitney Holton  
**Assistant Superintendent,  
Instructional Services**

### School Description

Capri Elementary School is home to approximately 600 preschool to fifth grade students and their families in the Campbell School District. Capri Elementary School is committed to both the academic and behavioral growth of all members of our community. We celebrate the rich diversity of our community. We have a proud history of providing students with a quality education. Our skilled teachers and staff hold high expectations for students and work closely with our caring community to prepare students for the rigors of college and career in the 21st century.

### Mission Statement:

Our mission is to foster academic excellence through offering innovative learning opportunities and curriculum – creating a culture committed to high standards. We promote a shared responsibility among the child, home, school, and community to achieve this goal. Our children will have the skills to positively impact their lives and future generations.

### Types of Services Funded

District funding through the Local Control Funding Formula (LCFF) includes a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funds the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, Special Education, and/or Foster Youth. State and federal funding also supports the following special programs. • Title I, Part A Basic Grant • Title II, Part A Improving Teacher Quality • Title III, Part A Limited English Proficiency (LEP) • State Preschool • State Child Care • Federal Free/Reduced meals

### 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).

### 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 the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	89
Grade 2	102
Grade 3	99
Grade 4	108
Grade 5	90
<b>Total Enrollment</b>	<b>589</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
Asian	15.3
Filipino	2
Hispanic or Latino	37.4
Native Hawaiian or Pacific Islander	1
White	30.2
Two or More Races	6.6
Socioeconomically Disadvantaged	33.8
English Learners	23.1
Students with Disabilities	5.6
Foster Youth	0.2
Homeless	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Capri Elementary	17-18	18-19	19-20
With Full Credential	27	24	25
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Campbell Union School	17-18	18-19	19-20
With Full Credential	◆	◆	333
Without Full Credential	◆	◆	6
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Capri Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Quality and Currency of Textbooks and Other Instructional Materials

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle.

Note: The schedule for piloting science and social studies curriculum will be determined in the 2018-19 school year. Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/>

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK-K: Amplify Core Knowledge ("Core Knowledge Language Arts (CKLA)")                      1-5: Benchmark Advance/Adalante - Benchmark Education (English and Spanish)                      (Adopted 2015-16)</p> <p>Supplemental                      Grades 1-2: Amplify, Core Knowledge Language Arts</p> <p>Grade TK: Learning Without Tears,                      Handwriting Without Tears</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>TK: Bridges in Mathematics - Math Learning Center                      K-5: Bridges in Mathematics</p> <p>(Adopted June 2017)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>Grades K-3: Scott Foresman: California Science                      Grades 4-5: Houghton Mifflin California Science</p> <p>(Adopted 2008. Pilot of new materials TBA)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>Grades K-3: Scott Foresman: History-Social Science for California                      Grades 4-5: Houghton Mifflin: History- Social Science for California</p> <p>(Adopted 2006. Pilot of new materials TBA)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Visual and Performing Arts	<p>Art Connections; SRA - McGraw Hill                      Art residency through partnership with Montalvo Art Center - 2nd graders</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

Capri School, originally constructed in 1964, is currently comprised of 38 classrooms (including portables), one library, computer lab, staff lounge, a cafeteria/multipurpose room, two playgrounds, office, and a preschool/childcare facility. Recent improvements included restroom remodeling, painting. Window replacement in several buildings has been completed, including new window blinds, and the site was part of the solar photovoltaic project in 2016.

**Cleaning Process:**

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school’s custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

**Maintenance & Repair:**

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

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

**Year and month in which data were collected: July 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Kitchen restroom repairs, 2019
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	61	55	57	50	50
Math	60	59	49	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.5	21.6	17.0

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	295	99.33	61.36
Male	149	148	99.33	58.78
Female	148	147	99.32	63.95
Black or African American	--	--	--	--
Asian	42	42	100.00	64.29
Filipino	--	--	--	--
Hispanic or Latino	118	116	98.31	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	88	88	100.00	71.59
Two or More Races	16	16	100.00	68.75
Socioeconomically Disadvantaged	103	102	99.03	47.06
English Learners	86	84	97.67	45.24
Students with Disabilities	26	26	100.00	26.92

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	296	99.66	58.78
Male	149	148	99.33	62.84
Female	148	148	100.00	54.73
Black or African American	--	--	--	--
Asian	42	42	100.00	83.33
Filipino	--	--	--	--
Hispanic or Latino	118	117	99.15	43.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	88	88	100.00	63.64
Two or More Races	16	16	100.00	81.25
Socioeconomically Disadvantaged	103	103	100.00	38.83
English Learners	86	85	98.84	54.12
Students with Disabilities	26	26	100.00	30.77

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and families have an important role at Capri Elementary School through volunteering on campus, fundraising, chaperoning activities and participating in various organizations, including the English Learner Advisory Council (ELAC), School Site Council, Project Cornerstone, Parent Learning Community, and Parent-Teacher Association. Capri receives additional support from community groups and businesses, including the Assistance League of Los Gatos-Saratoga, which supports Dictionary Day, Rising Young Authors, and campus activities such as Los Dichos.

There are many opportunities for parents and community members to be involved at the district level through participation in such committees as the District English Language Advisory Committee, Bond Oversight Committee, Superintendent's advisory committees, Wellness Committee, and others. We welcome public participation in Governing Board meetings and conduct several district-wide meetings and online ThoughtExchange.com forums each year to elicit parent, student, staff and community input as we develop our annual Local Control and Accountability Plan (LCAP). We collaborate with local community based groups to enhance services and supports to our students and their families.

Schools have the support of a Community Liaison who coordinates school and community based support services, so that students can have access to medical, dental, vision and mental health care. The Community Liaisons also schedule educational workshops for parents on a variety of topics, including positive discipline, computer literacy, how to support student education at home, college classes, cyber safety and much more.

### 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.

### School Safety Plan

The School Safety plan was updated and approved by School Site Council and reviewed with staff in August 2019.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	1.7	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	1.8	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.32
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1
Other	0

\* 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.

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		7		22	1	5		20	2	3	
1	21		6		22		6		22		4	
2	24		5		23		5		26		4	
3	23		4		24		5		25		4	
4	28		5		29		3		27		4	
5	23	1	2		27		3		30		3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

Professional Development provided for Teachers:

Campbell Union School District's work year calendar allocated two full days for Professional Development in the 2017-18 school year, three in the 2018-19 and three in the 2019-20 school year. The District provides professional development for all credentialed and non-credentialed staff.

The primary areas of focus for our staff development in all CUSD schools is training to support our Local Control and Accountability Plan (LCAP) and the Instructional Vision for the district. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. Professional Development is also offered aligned to our Profile of a Graduate Competencies and 21st Century Learning strategies. Teachers collaborate in professional learning communities to examine data and learn from one another in job-embedded professional development.

We use a variety of delivery models for professional development, including release days to attend trainings or conferences, stipends to do professional development on a weekend or during the summer, on-line learning with guided facilitation with district staff members, and after school sessions throughout the entire school year. We take into consideration staff requests for both content and timing of the professional development. Teachers also can participate in online learning by using our School of Rock learning platform that provides professional development aligned to our LCAP goals in a game-based setting that allows teachers to learn at their own pace and select topics of interest to them. We offer teachers extensive coaching opportunities in our district, both through our site Equity TOSAs (teachers on special assignment) and through our district TOSAs. Collaboration time is also planned at each school site, so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,214	\$45,741
Mid-Range Teacher Salary	\$88,645	\$81,840
Highest Teacher Salary	\$104,687	\$102,065
Average Principal Salary (ES)	\$146,168	\$129,221
Average Principal Salary (MS)	\$153,377	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$279,034	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6175.35	16.68	6158.66	94464.61
District	N/A	N/A	6159.76	\$85,584.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	15.9
School Site/ State	-21.0	16.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.