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Capuchino High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 2017-18)

School Contact Information	
School Name	Capuchino High School
Street	1501 Magnolia Avenue
City, State, Zip	San Bruno, CA 94066
Phone Number	(650)558-2799
Principal	Shamar Shanks
E-mail Address	sshanks@smuhsd.org
Web Site	www.chs.schoolloop.com
CDS Code	4130738

District Contact Information	
District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
E-mail Address	kskelly@smuhsd.org
Web Site	www.smuhsd.org

School Description and Mission Statement (School Year 2017-18)

Capuchino High School is located in the city of San Bruno on the San Francisco Peninsula. Capuchino serves an economically and ethnically diverse community. Capuchino is one of the six comprehensive high schools of the San Mateo Union High School District. The ethnic/racial makeup of the our school population is 1% African American, 12% Asian, 22% Caucasian, 10% Filipino, 50% Latino, and 5% Pacific Islander. Total student enrollment is 1215. The Class of 2017 is approximately 301 students.
- 34% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 52% speak a language other than English
- 9% receive Special Education services
- 14% are English Learners

This comprehensive high school's vision centers on the belief that all students should be prepared for college and career. The school goal states,"All students will graduate demonstrating the knowledge and skills necessary to be prepared for college and career". The school has identified 6 Essential Skills including: Reading, Writing, Critical Thinking, Self-Management, College and Career Knowledge and Citizenship. Capuchino High School is also well known for having a highly qualified and eminently talented staff of teachers dedicated to preparing students for life during and after high school, which was recently acknowledged in our Gold Ribbon Award in 2015. A school where diversity is treasured, Capuchino staff have aligned curriculum to the Common Core State Standards (CCSS) and International Baccalaureate (IB) assessments that provide students with the necessary skills that prepare them for college and career.

The International Baccalaureate (IB) Program is our advanced level program that serves students that are focused on attending the finest universities in the world while developing a solid academic and ethical foundation that gives them the skills to be successful in a global world. Our AVID courses prepare students for higher education and gives them the necessary academic skills to be successful in all of their classes. We have established Freshman, Sophomore Teams and a pilot Junior Team, where students have the opportunity to work with a cohort of teachers and gain necessary tools to effectively make the transition from middle school and successfully navigate high school. There is also a keen focus on academic literacy, inter-disciplinary units of study, collaboration and common practices among the Team teachers. The Teams serve as a model Professional Learning Community (PLC) and our school has embarked on establishing stronger professional learning communities for our entire teaching faculty with the support of teachers on special assignment (Professional Development and Instructional Technology TOSAs), Instructional Coaches, and administrators. In addition to academic literacy, our school has identified the following instructional norms for improved instruction including: formative assessment, depth of knowledge and instructional technology.

Finally, the campus has added many new buildings through a modernization process resulting in a school design reminiscent of a college or university. Upon arrival at the campus, visitors notice an unmistakable and well-earned pride from both students and staff. We welcome you to visit and discover for yourself the reasons why Capuchino High School has become the pride of the San Mateo Union High School District!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	325
Grade 10	281
Grade 11	299
Grade 12	272
Total Enrollment	1,177

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	10.9
Filipino	8.8
Hispanic or Latino	48.8
Native Hawaiian or Pacific Islander	4.5
White	18.5
Two or More Races	7.7
Socioeconomically Disadvantaged	31.3
English Learners	23
Students with Disabilities	11.7
Foster Youth	0

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

Teachers	School			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	65	67	70	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	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 2017-18)

Year and month in which data were collected: 09/2017

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meets State and Local Standards/2015	Yes	0
Mathematics	Current and Meets Local Standards: Springboard Math Program/2017	Yes	0
Science	Current and Meets State and Local Standards	Yes	0
History-Social Science	Current and Meets State and Local Standards	Yes	0
Foreign Language	Current and Meets State and Local Standards	Yes	0
Health	Current and Meets State and Local Standards/2016	Yes	0
Visual and Performing Arts	Current and Meets State and Local Standards	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and Meets State and Local Standards	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus was remodeled significantly by the spring of 2012 and the campus remains in excellent condition. We host a full campus of academic buildings, athletic fields and facilities, an auditorium-theater complex, an arts satellite wing, a library, and several computer labs. For 2016-2017 we boast improved campus signage and a campus directory for improved community and district rental access. For 2017-18, Stadium lights were installed on the football field.

Overall the facility status is excellent and all areas that need attention are proactively addressed. Plans for a satellite Science building is set for construction the summer of 2018.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/28/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			n/a
Interior: Interior Surfaces	X			n/a
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			n/a
Electrical: Electrical	X			n/a
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			n/a
Safety: Fire Safety, Hazardous Materials	X			n/a
Structural: Structural Damage, Roofs	X			n/a
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			nh/a

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/28/2017				
	Exemplary	Good	Fair	Poor
Overall Rating		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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	75	73	79	77	48	48
Mathematics (grades 3-8 and 11)	45	43	57	56	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	305	292	95.74	72.6
Male	169	164	97.04	67.68
Female	136	128	94.12	78.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	97.14	82.35
Filipino	21	21	100	90.48
Hispanic or Latino	149	142	95.3	63.38
Native Hawaiian or Pacific Islander	14	14	100	50
White	65	62	95.38	87.1
Two or More Races	19	18	94.74	72.22
Socioeconomically Disadvantaged	94	88	93.62	61.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	110	105	95.45	55.24
Students with Disabilities	32	28	87.5	35.71
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	305	290	95.08	42.76
Male	169	162	95.86	43.21
Female	136	128	94.12	42.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	97.14	70.59
Filipino	21	21	100	66.67
Hispanic or Latino	149	141	94.63	31.91
Native Hawaiian or Pacific Islander	14	13	92.86	30.77
White	65	62	95.38	46.77
Two or More Races	19	18	94.74	44.44
Socioeconomically Disadvantaged	94	88	93.62	32.95
English Learners	110	104	94.55	23.08
Students with Disabilities	32	29	90.63	6.9
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	35	39	62	63	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

At Capuchino, students have to meet a one year graduation requirement for Career Technical Education (CTE). Our students have several courses they can take to meet this requirement including: Foods, Child Development, Video Animation, Audio Production, Film, Art and Multi-Media, and Green Construction to name a few. Our counseling department also meets with students to discuss their academic pathways and career interests. Each student participates in career exploration activities and our goal is to ensure students complete a four-year plan with career pathways identified. For 2015-16, we hired a full time Career Specialist who will ensure students have access to job shadows, internships, job skills training and work experience. For 2017-18, we continue to partner with local businesses for internship and job shadow opportunties.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	420
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.32
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	62.75

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.1	26.5	36.4

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 State priority: Parental Involvement (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 2017-18)

Our Parent Teacher Organization, CAPeople, meets monthly to keep parents informed of site and district business. This active parent group has established an "Excellence Fund" and raises money for school improvement projects, as well as funds student scholarships, a summer mailing booklet, and teacher appreciation events throughout the year. Well-established parent Booster groups actively support their children's involvement in athletics, music, and drama. In addition, Capuchino hosts monthly meetings of Spanish-speaking parents through the Latino Parent Organization. We also fund a Parent Outreach Coordinator who primarily works with our Spanish speaking families. As a part of this work, we have invited PIQE (Parent Institute for a Quality Education) as an outside consulting agency that trains our Spanish-speaking families on ways that they can best support their children and they also provide pertinent information for families to secure higher education for their children. The course is a 9- week program that culminates with a parent graduation.

As a part of the governance of the school, parents are represented on the School Site Council (SSC), which meets monthly. The SSC looks at school data to evaluate student achievement and progress on school goals. The SSC oversees the expenditure of special program money and aligns these expenditures with student achievement goals.

Individual parents volunteer in the library, labs, and office. Capuchino enjoys an active, loyal, and supportive parent base. Parents have several opportunities to engage in organized parent groups on campus. Capuchino also hosts the Sports, Music, and Drama Boosters. Capuchino also host an International Baccalaureate Parent Boosters on campus as well. The district also supports the Black Parent's Association for parents of all district schools. Recently, a Capuchino Alumni Association was formed for former parents and students to join and fund raise for the site.

PTO-Cheryl How cheryl.how@sbcglobal.net
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Sports Booster-John Zahursky (johnnyz1962@comcast.net)
Music Boosters- Scott Souza (tsouza@smuhsd.org)
Drama Booster-Cheryl How (Cheryl.how@sbcglobal.net)
IB Booster- (capibparents@yahoo.com)
Capuchino Alumni Association- Judy Puccini (jpuccini@sanbrunocable.com)

State Priority: Pupil Engagement

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

•   High school dropout rates; and
•   High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.6	6	4.1	3.4	6.6	6.8	11.5	10.7	9.7
Graduation Rate	96.35	92.8	94.44	94.71	91.64	90.86	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	**District**	**State**
All Students	95.15	91.14	87.11
Black or African American	66.67	59.09	79.19
American Indian or Alaska Native	0	100	80.17
Asian	97.06	96.7	94.42
Filipino	100	92.97	93.76
Hispanic or Latino	92.98	83.99	84.58
Native Hawaiian/Pacific Islander	88.89	87.5	86.57
White	96.43	93.79	90.99
Two or More Races	100	94.05	90.59
Socioeconomically Disadvantaged	76.92	71.13	63.9
English Learners	50	38.5	55.44
Students with Disabilities	97.18	86.2	85.45
Foster Youth	0	40	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	3.3	1.9	5.9	3.3	3.2	3.8	3.8	3.7	3.6
Expulsions	0.4	0.4	0.0	0.1	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Capuchino High School annually updates the Safety plan and reviews the safety plan with the school faculty in the early fall. For 2017-2018, we have updated our classroom Emergency response packets and have confirmed that all classrooms have emergency first aid & supply bags. We have also articulated new evacuation routes and safety procedures with our students and staff members. Capuchino High School holds four emergency drills during the year, with at least two full evacuations. Our school safety committee also meets as part of School Site Council each semester to discuss and to revise the school safety plan. Our district helps each school adopt and review an annual comprehensive safety plan and for 2015-2016 our district adopted the county-wide protocol of the Big Five, ensuring consistent emergency procedures site to site. Each year our site participates in emergency preparedness activities including evacuation drills, lockdown drills, and earthquake drills. Several campus security staff and office staff members work closely with the administration to keep campus operations running smoothly. The students and staff maintain a campus environment that is characterized by mutual respect and a high value is placed on psychological and physical safety. The multi-team counseling staff, school safety advocate, support group leaders, community outreach coordinators, School Resource Officer, and student activity programs all help students get needed assistance, whether personal or academic. The district offers an alternative to suspension program to help students deal with the temptations of drug and alcohol abuse. Our student activities program offers extensive clubs and school-wide events that promote understanding, friendship, and involvement with others in a community sense of caring. For the 2016-2017 school year we have adopted Wellness coordination via the addition of two full-time MFTTs and one MFTT supervisor overseeing Counseling & Wellness services for students at our site and at Mills High School. Working with this team and our guidance counseling team, we have adopted protocols for wellness interventions, have streamlined wellness communications, and have coordinated campus events with psychological wellness as a theme. Finally, in coordination with our district office, we will re-evaluate our security camera system and update it as we are able to for the 2017-18 school year.

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 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	25	9	22	22	22	19	11	20	28	13	16
Mathematics	25	15	15	15	25	17	18	13	21	25	24	9
Science	28	5	25	6	27	5	30		24	11	32	
Social Science	25	12	9	19	22	17	15	15	21	22	17	13

Note: 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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	356
Counselor (Social/Behavioral or Career Development)	4.0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist		N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$17,878	$4,978	$12,899	$97,467
District	N/A	N/A	$13,253	$96,675
Percent Difference: School Site and District	N/A	N/A	-2.7	0.8
State	N/A	N/A	$6,574	$82,770
Percent Difference: School Site and State	N/A	N/A	96.2	17.8

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

Types of Services Funded (Fiscal Year 2016-17)

We spend the majority of our funds on teacher salaries and benefits, classroom instructional aides, and instructional supplies, all of which directly relate to classroom instruction. To serve our Immigrant and Limited English student populations, our site receives an allocation of Title III funds to support personnel (EL Specialist and Family Engagement Coordinator), instruction, and parent education (Parent Institute for Quality Education PIQE). Our district also allocates additional funds from LCAP to support our after school tutoring and peer-tutoring program.The school raises additional funds through our Alumni Growth Fund for special projects. Our parent booster groups raise funds for sports, drama, and music. Capuchino is also funded for special needs students through District support.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$59,396	$50,221
Mid-Range Teacher Salary	$95,814	$83,072
Highest Teacher Salary	$112,850	$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$128,094
Average Principal Salary (High)	$148,711	$146,114
Superintendent Salary	$275,000	$226,121
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A
All courses	1	2.3

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

PD Plan for 2017-18 includes:

Why: We have spent the last few years training and learning around the following topics in response to the demands of CCSS: Academic Language and Literacy, Depth of Knowledge, Formative Assessments and Instructional Technology. This year we will shift to see evidence of these strategies in every classroom so that students equitably benefit from these practices across our campus.

School-Wide Learning Targets: This is what we want our students to be able to do (Essential Student Skills):
For college and career readiness, both Common Core and IB require students to be able to critically think, problem solve, formulate arguments, research, write, and demonstrate these skills on performance based assessments. The CCSS assessments and performance tasks also require students to interact and leverage technology to demonstrate their learning.

What Should Be Visible in Each Classroom (the Non-Negotiable)?
1. Learning Targets for Students (as a measure of a formative assessment)
2.   Gradation for Summative Assessments- what does proficiency look like?

Instructional Strategies to be included in Lesson Design:
1. Explicit Instructional Techniques for Academic Language and Literacy (Structured Oral and Written Language Strategies).
2. Formative Assessments that allow for student reflection on their performance and their progress.
3. Instructional Technology tools to facilitate student engagement and learning.

Professional Learning Communities:
In order to improve student learning and successfully teach the skills inherent in the Common Core teachers will reflect, investigate, experiment and modify their instructional practice based on the results of student performance. This process happens within the PLC construct as teacher teams convene frequently to examine instructional practice in transparent and authentic settings to support teacher and student improvement. (adapted from PLC Standards). For 2016-17, we also reintroduced Peer Observations within PLC and each dept. has volunteered to participate in a structured protocol and debrief.

For 2017-18, there is a continued focus on academic language and literacy by using Constructing Meaning strategies. There is an emphasis on instructional technology and implementing CANVAS a new platform for instruction and communications.