

2018

WASC - Focus on Learning



Shamar Shanks, Principal

Monique de Brito Guedes, Assistant  
Principal

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## **WASC Leadership Team**

Shamar Shanks, Principal  
Monique de Brito Guedes, Assistant Principal  
Nancy Kuei, Assistant Principal  
Adam Faber, WASC Self-Study Co-Coordinator  
Martha Liliana Klatt, WASC Self-Study Co-Coordinator  
Sandra Santos, Focus Group Leader  
Karen Kuy, Focus Group Leader  
Alison Block, Focus Group Leader  
Martee Lopez-Schmitt, Focus Group Leader  
Angelica Alvarez, Focus Group Leader  
Theresa Colangelo, Focus Group Leader  
Demien Martens, Focus Group Leader

## **School Leadership Team**

Shamar Shanks, Principal  
Monique de Brito Guedes, Assistant Principal  
Nancy Kuei, Assistant Principal  
Adam Faber, WASC Self-Study Co-Coordinator  
Martha Liliana Klatt, WASC Self-Study Co-Coordinator  
Stacy Kratchovil, PE Department Chair  
Zan Levine, VAPA Department Chair  
Andrew Meyers, Math Department Chair  
Dan Wekselgreene, Math Department Chair  
Daniella Quiñones, World Languages Department Chair  
Drew Bywater, Leadership Teacher  
Jason Letke, Professional Development Coordinator  
Jewel Walli, Special Education Department Chair  
Kristen Tucker, Science Department Chair  
Martee-Lopez Schmitt, IB Coordinator  
Matt Wilson, PE Department Chair  
Mauricio Rodriguez, Dean of Students  
Michael Holtz, English Department Chair  
Scott Kuchenig, Social Science Department Chair  
Shannon Henricks, Counseling Department Chair  
Karen Kuy, Instructional Technology Coordinator  
Vasilis Rouseas, Special Education Department Chair  
Erika Duscha, VAPA Department Chair  
Theresa Colangelo, Health Department Chair  
Waleska Mendoza, ELD Department Chair

## School Site Council

### Administration

Shamar Shanks, Principal  
Nancy Kuei, Assistant Principal  
Monique de Brito Guedes, Assistant Principal

### Teachers

Scott Kuchenig, Secretary  
Martha Liliana Klatt  
Andrea Gould, Chairperson  
Martee Lopez-Schmitt

### Classified Staff

Clare Luna

### Community Members

Leticia Martinez  
Alison Mazzola

### Students

Jaisa Gamble  
Ameet Jogia, Vice Chairperson  
Kathy Lin, Parliamentarian  
Aleyda Villalobos Rivera

## WASC Visiting Committee Members

Representing the Western Association of Schools and Colleges  
and the California Department of Education

### Committee Chair

Jennifer Baldwin

### Committee Members

Samantha Allen  
Joe Jones  
Grace Kim  
Gina Ouellette  
Leah Smith

## Capuchino WASC Process

Capuchino's objective for the WASC 2018 Self-Study process has been to examine the progress the school has made since the last full accreditation in 2012 with particular attention to the years since our midterm visit, and to then develop a plan for continued academic achievement for all students. Capuchino has made significant and strategic developments to improve its API scores, serve all students, and foster a culture of college and career readiness. To that end, faculty and staff dialogued about "next steps" for the school: reexamining, redefining, and reworking learning goals to continue improving the school.

As we continue to create a collaborative learning community, our stakeholders:

- Examined demographic and student outcome data
- Asked questions arising from the data
- Examined and redefined the ESLRs
- Identified critical academic needs based on ESLRs and data
- Aligned ESLRs and critical academic needs
- Dialogued in focus groups the self-study questions and criteria
- Investigated, discussed, and examined each focus group area
- Dialogued and decided upon areas of a schoolwide action plan

The WASC Self-Study process reflects a continued dialogue about the areas of strength and growth between all stakeholders in the Capuchino community. Student and parent groups were surveyed in Fall 2011 in order to gather input from our school community. The staff and administration integrated the WASC process into our professional development and staff meetings. Incorporating these discussions into our regularly scheduled collaborative time and existing staff meetings provided many opportunities for individuals to provide feedback on the document.

The following is a brief chronological description of the process:

### **October 2016**

The Principal selected the two Self-Study Co-Coordinators. Once selected, the Co-Coordinators and Principal attended the first training for the Focus on Learning process organized by WASC.

### **November 2016**

The Principal and Self-Study Co-Coordinators met over the course of the month to craft the WASC calendar so that the first two chapters of the report would be drafted by April 2016. The Co-Coordinators worked with the Principal to plan how to introduce the staff to the purpose and process of the WASC Self-Study. The Principal presented this information to classified staff.

### **December 2016**

The Co-Coordinators began reviewing the school's last Self-Study and midterm WASC documents, as well as the process of producing the first two chapters of the Self-Study. They worked with the Principal to develop a plan for recruiting Group Leaders, particularly Focus Groups and Student/Parent Groups.

**January 2017**

The faculty was introduced to the WASC process during the spring semester work day; the Co-Coordinators solicited general feedback from faculty regarding progress on WASC goals and on the identified critical areas for growth since the last midterm visit. The Co-Coordinators and the Principal met to monitor progress and to continue developing the Focus Groups master list.

**February 2017**

The entire faculty and staff worked together within Home Groups to identify concrete steps the school has taken toward the WASC goals. The following week, the Leadership Team met to distill the input from Home Groups and to synthesize the information in order to reach some agreements about the overall progress of the school. School Site Council met with the WASC Co-Coordinator to add their input (focusing on the experience of parents, students, and community members) and to discuss the possibility of adding a fourth WASC goal. Recruitment of Focus Group Leaders continued.

**March 2017**

Self-Study Coordinators and administration worked with School Site Council, Leadership Team, Parent Teacher Organization and Latino Parent Organization to determine progress on goals, evaluate progress on current goals, and seek input about refining the WASC goals for our Action Plan. School Site Council relied upon input from students and parents in order to draft a potential fourth WASC goal, focused on student wellness; they shared that goal with the Leadership Team for input and consideration as a part of our Action Plan. Focus Group Leaders were finalized and the full staff was made aware of the Focus Group process so that they might consider which Focus Groups they'd like to join. Self-Study Coordinators continued to recruit students and parents for their respective Focus Groups.

**April 2017**

Self-Study Coordinators worked with the Principal to determine a timeline for Home Group and Focus Group work in the fall. Focus Group leaders were finalized. Self-Study Coordinators continued to work on developing the Progress Report and School/Community Profiles, seeking further input and revisions from stakeholders in the district and school community. The Student Data Analyst continued to provide necessary data for analysis and inclusion in the Self-Study Report. District leadership met with the Self-Study Coordinators to help align our Self-Study process with district and LCAP goals.

**May 2017**

Self-Study Coordinators reported to the full staff on the progress of the Self-Study, reviewed our goals and expectations for the coming year, and invited feedback on the work completed thus far. Self-Study Coordinators continued work on the Progress Report and School/Community Profile chapters of the Self-Study Report.

**June-July 2017**

Self-Study Coordinators continued work on the Progress Report and School/Community Profile chapters of the Self-Study report. Self-Study Coordinators met with district leadership to align LCAP and LCFF goals with WASC Self-Study and Action Plan processes, and to discuss data gathering and analysis.

### **August 2017**

Self-Study Coordinators worked with Principal to finalize the timeline for completion of Focus Group and Home Group work, as well as for the completion of the Self-Study report. The same parties also made plans to conduct Focus Group work with parent groups, including the Parent Teacher Organization and the Latina Parent Organization. Recruitment efforts began to form a student Focus Group. Staff and faculty Focus Groups were finalized, including the recruitment of Focus Group leaders. Self-Study Coordinators reviewed with the full staff and faculty the process and purpose of Focus Group and Home Group work, as well as the school's WASC goals and Critical Learner Needs. Draft versions of the first three chapters were presented to the full staff for review and feedback.

### **September 2017**

Self-Study Coordinators trained the Focus and Home Group leaders in the purpose and process of the Self-Study, and the work of the Focus and Home Groups in particular. Focus and Home Groups met and began working on evaluating the program's effectiveness for Chapter 4 of the Self-Study Report. They analyzed the criteria, indicators, and prompts, and began gathering and reviewing evidence to write their responses. Self-Study Coordinators ran a Student Focus Group to gather feedback for some of the prompts in Chapter 4 and provided the feedback to the respective Focus Groups. Self-Study Coordinators worked with the Principal to develop questions to pose to Parent Focus Groups.

### **October 2017**

Home Groups and Focus Groups continued to meet, provide input, analyze evidence, and respond to the prompts in Chapter 4 of the Self-Study Report. Student Focus Group met again to provide feedback for prompts for Focus Groups in Categories C and E. Parent Groups, including the PTO, the Latino Parent Organization, and PIQE provided feedback on some of the prompts regarding engagement, choice, and community involvement. Self-Study Coordinators met with the Principal to review and evaluate progress made thus far, and to make adjustments to the timeline to ensure the Self-Study Process could be completed thoroughly and in a timely manner. Focus Groups determined school-wide areas of strength, areas of growth, and recommendations for revisions of the Action Plan for their respective categories.

### **November 2017**

Home Groups met to review the summaries and recommendations of each Focus Group in order to provide additional comments and feedback. The Leadership Team also met to review the Focus Group work, data collected, and began the work of identifying the school's Critical Learner Needs and school goals. The notes and drafted goals from this session were shared with the Focus Groups, School Site Council, and the student Focus Group for feedback and direction.

### **December 2017**

Self-Study Coordinators and the Principal brought together input gathered in order to present to the Leadership Team. The Leadership Team re-convened to review the feedback from stakeholders (Focus Groups, School Site Council, Parent Focus Groups, and Student Focus Groups) and drafted five school goals for the Action Plan, as well as a number of possible Action Plan tasks that might address the goals. Self-Study Coordinators created a template for the Action Plan and worked with the Principal to ensure classified staff and counseling would have adequate input in the creation of the Action Plan. Self-Study Coordinators continued to build the Self-Study Report based on the work conducted by the various teams involved.

**January 2017**

All faculty and administration participated in a final review and analysis of the data from the School and Community Profile chapter to gather input as we updated our Critical Learner Needs. They were also provided with a draft of the revised WASC goals for their feedback. The Leadership Team, School Site Council, the Counseling department, and the classified staff all worked on aspects of the goals and Action Plan, continuing to build on one another's ideas and suggestions as we refined the goals and action items. All staff were invited to provide feedback on our WASC Self-Study process so that we could most effectively and accurately incorporate the perspectives and interests of all stakeholders. The Action Plan was finalized and approved by SSC and the Leadership Team. Self-Study Coordinators compiled the school's collaborative work into the Self-Study Report and finalized that work to provide to ACS-WASC, the Visiting Committee members, the Board, the district, and all school stakeholders.



# Chapter I: Progress Report

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## Chapter I - Progress Report

### A. Significant developments since the last full visit, 2012:

- Increased enrollment over the last few years
- Shift in community perception of CHS- more positive
  
- Latino population has increased from 41% to 49%
  
- Adoption of the Common Core State Standards, administration of the CAASPP test to Juniors for the past three years
- Adoption of NGSS
  
- Development of new ways for students to fulfill IB Diploma requirements, removing roadblocks for some students
  
- New superintendent
- 2 new Assistant Principals, New Dean
- Emerging Restorative Practices processes
  
- New Multi-Tiered System of Support (MTSS) and hiring of two full-time Wellness Counselors
  
- School-wide focus on developing Learning Targets and gradation for students
  
- Transition from School Loop to Canvas LMS (in process)
- Increased use of Google Classroom and other instructional tech software and platforms
- Increased technology (hardware) integration- 30 computer carts in CHS classrooms
  
- Changed bell schedule
  - 2 ASTs per week (Student driven)
  - Thursday collaboration switched from afternoon to morning (district driven)
  
- Full inclusion model: increased number of co-taught classes and Instructional Aide support
- Developing MTSS:
  - Removal of Strategic English Support and Intensive English classes
  - Increased in-class support and reduce class caps in Freshman English
  - New intervention model during AST: Students on D/F list attend tutoring in library
- Development and Implementation of Sophomore and Junior Teacher Teams
  
- Changes in PD structures
  - ICs (Instructional Coaches) for teachers on evaluation cycle
  - PLCs given more priority, more dedicated time to work in PLCs
  - Summer Humanities Institute and follow-up coaching/consultation sessions
  
- In 2013, Great Place to Work committee was formed to strengthen school culture and climate.

## Chapter I - Progress Report

- Shift away from Literacy Coaches (district driven)
- Reduction in Teachers on Special Assignment (TOSA) (district driven)
- We offer two new courses in conjunction with Skyline College:
  - Green Construction (dual enrollment)
  - Math 190 (students automatically get placed in transferable math in JC)

### Procedures for managing the school's action plan

There are several committees that function to oversee the management of the school plan. First is our School Leadership Team (SLT), which is made up of administrators, Department Chairs, and other teacher leaders on campus. This group is responsible for articulating action plans to carry out the school's vision. The SLT also functions as an advisory committee to the administration to help resolve school and departmental concerns.

Second, our School Site Council is the governing committee that drafts and evaluates our Single School Plan for Student Achievement (SPSA). Comprised of administrators, teachers, classified staff, parents, students, and community members, this body meets monthly and ensures that our school funds are allocated properly to meet our identified purposes. This body also regularly reviews and analyzes our school goals, SPSA goals, and reviews important data.

Our administration team is ultimately responsible for the management of our school plan, and we continue to work on an environment for shared decision-making based on upon our school goals and upon relevant data to inform our efforts. Our timeline for managing the school's action plan is ongoing.

### Progress on 2012, 2015 School Action Plan

#### Summary:

Capuchino has continued to support its students via three programs which encapsulate the recommendations set forth by the WASC visiting committee in **2015** and the school's action plan from **2012**. The International Baccalaureate program, AVID, and Freshman/Sophomore Teams support students' acquisition of academic habits, facilitate a student's articulation from 8th grade to post-secondary pursuits, and serve as flagship programs by which Capuchino may attract potential students.

<b>2012</b>	<b>WASC Action Plan: Growth Goal 1- Academic Success</b> Develop a comprehensive support system to help all students succeed academically and meet the California State Standards while in high school.
<b>2015</b>	<b>UPDATED WASC Action Plan: Growth Goal 1- Academic Success</b> Bolster instructional practices that increase student performance and mastery of the Common Core State Standards and IB assessments, while establishing a comprehensive support system that helps all students succeed academically.

#### 1.1 Grading Practices

- a. Establish common grading practices between same courses taught by different teachers.
- b. Adopt a school-wide grading scale so that students know the minimum passing rate regardless of the department.
- c. Regular posting of class assignments and grades on School Loop
- d. Examine and implement homework policies (quality vs. quantity) within each department, which support the acquisition of senior level International Baccalaureate skills and the E-Skills.
- e. Explore creating a schoolwide test and major project calendar so that teachers may plan holistically for students

## Chapter I - Progress Report

### EVIDENCE:

- Departments used days during the school year and over the summer to develop Learning Targets, align curriculum, and backwards map from IB
- Department-specific horizontal alignment during PLC time
- Teachers have participated in peer-observations in their PLCs
- Teachers regularly post assignments and grades on School Loop so parents/students know where they stand
- IB teachers post IB exam dates /due dates on ManagerBac calendar
- Over the past three years, Eric Twadell has led PD days, focusing on Learning Targets and assessment/grading practices

### 1.2 Course Placement

- a. Increase staffing so students can be properly placed following the existing placement protocols
- b. Provide additional course offerings that allow students to pursue career pathways
- c. Create a supported path to college and/or career for students who are not eligible for IB or AVID courses, including increased access to vocational electives

### EVIDENCE:

- Counselors meet with each student for course selection each year
- Counselors and administrators go to Parkside Middle School in the Spring to program incoming 9th graders; we use results from Scholastic's Reading Inventory and Math Inventory in 8<sup>th</sup> grade to help appropriately place incoming Freshmen
- Teachers review Reverse Verification lists every spring to make sure that students are placed in the correct class the following year
- Guided Studies class available to support students in 9th and 10th grade

### 1.3 Academic Support

- a. Create Academic Support Time within bell schedule so that students may receive help in specific subjects and work in groups to complete high level projects that promote critical thinking skills and self- management (ESLRs/SLOs)

### EVIDENCE:

- Capuchino's bell schedule has been changed to provide two 30-minute ASTs (Academic Support Time) for students per week; the flexibility created by this period allows for group collaboration, interventions, time for review, study, or homework, and stress relief.
- Students can receive free after-school tutoring or participate in the Homework Club (After School Enrichment) in the library every day after school.
- Freshmen and Sophomore Team teachers (English, History, Health and Science courses) also run an after-school tutoring program three days a week to support students in need of extra help outside of classroom hours.

## **Chapter I - Progress Report**

### **1.4 Program Evaluation**

- A. Determine a process for evaluating the effectiveness of programs (IB, AVID, Freshman Team, etc.) The process should consider the following:
  - a. Impact of programs on specific sub-groups
  - b. Goals of programs
  - c. The gathering of student, faculty, parent and community feedback
  - d. Timing of assessments with curricular units

#### **EVIDENCE:**

- Freshman Team evaluated in 2012-2013
- IB audit in 2014-2015

### **1.5 Grade Level Teaming**

- a. Expand Freshman Team strategies to all freshmen students/classes; evaluate the program in Spring 2013
- b. Explore teaming all freshman students; increase sections as necessary.
- c. Build in time for teaming/collaboration between Strategic and Intensive teachers
- d. Explore teaming in 10th grade if Spring 2013 program evaluation supports expansion

#### **EVIDENCE:**

- Freshman Team evaluated in 2012-2013
- Common prep for team teachers in Master Schedule
- Sophomore Team implemented
- Junior Team implemented

### **1.6 Inclusion Model for SPED**

- a. Develop and implement an inclusion model that allows more special education students to access and attain growth towards the state standards and the common core.
- b. Form a committee to determine a systematic way to modify curriculum and grading.
- c. Evaluate inclusion model and, if effective, determine the number of FTEs required to fully support the special education student population

#### **EVIDENCE:**

- CHS has continued to develop its inclusion model
- The model has been evaluated through feedback and input from PLCs
- PILOT Inclusion model: SPED students are spread out in classes. SPED teachers are in content areas
- By the end of 2018, CHS will evaluate the program and how to organize SPED teachers (stay in the content vs. follow students by grade level)

## Chapter I - Progress Report

<b>2012</b>	<b>WASC Action Plan: Growth Goal 2- Literacy across the Curriculum</b> Develop and implement a comprehensive inventory of common literacy strategies that help all students, especially those with disabilities, those scoring below basic on the CST, and English Language Learners access all state standards and demonstrate mastery of International Baccalaureate content standard and assessments
<b>2015</b>	<b>UPDATED WASC Action Plan: Growth Goal #2 Literacy across the Curriculum</b> Develop and implement common academic language and literacy strategies that all students, especially those with disabilities, English Learners and economically disadvantaged students so that all students can demonstrate mastery of the Common Core and IB Content Standards and assessments.

### 2.1 Emphasize common literacy strategies

- a. Identify literacy strategies based on research-based best practices and on need to adopt Common Core State Standards
- b. Provide training and collaboration time to enable deep implementation across the curriculum

#### EVIDENCE:

- Consistent collaboration in PLCs has led to more common literacy strategies
- Many teachers have been through EL Achieve's Constructing Meaning training; many are integrating these literacy strategies into their pedagogy
- 2017 Summer Humanities Institute- English, Social Science and World Language teachers participated to develop literacy strategies
- Freshman and Sophomore Teams utilize common instructional practices and norms

### 2.2 Emphasize use of data to inform instruction

- a. Train academic core teachers to utilize data-based student academic data profiles to inform instruction
- b. Train teachers to use formal and informal methods of assessment to inform curriculum and instruction

#### EVIDENCE:

- Structured Analysis of Student Work protocol used in PLCs to review student work
- Eric Twadell trainings have included information on formative/summative assessments

### 2.3 Ongoing backwards mapping of IB skills across the curriculum and dissemination of the IB approach to all classes

#### EVIDENCE:

- IB tours for interested 10th graders
- Students are encouraged to take at least one IB class
- Teachers have developed Learning Targets for more transparency of objectives in class
- Teachers have used collaboration days to backwards map IB skills and curriculum

## Chapter I - Progress Report

2012	<b>WASC Action Plan: Growth Goal 3- College and Career Awareness</b> Develop and implement a comprehensive support system that allows students to gain the information and skills necessary to successfully matriculate to college and/or career.
2015	<b>UPDATED WASC Action Plan: Growth Goal 3 - College and Career Readiness</b> Develop and implement a comprehensive support system that allows students to gain the information and skills necessary to successfully matriculate to college and/or career.

### **3.1 Obtain more robust data for college entrance and retention rates to help determine factors preventing students from pursuing post-secondary education**

#### EVIDENCE:

- 90% of CHS graduates who attend college immediately after graduation continue on to sophomore year of college.
- Persistence data- 75% of kids who enter are still there, consistent over the last 5 years
- Issues for our students include: financial hardship, family and cultural practices around “letting kids leave,” gender biases in families, follow-through/logistics of registering for college; fatigue (students need a break)

### **3.2 Build connections between high school and institutions of higher education for better alignment of high school curriculum**

- a. Post-secondary institutions review IB curricular maps at appropriate intervals
- b. Shadow college and university classrooms to examine college curriculum expectations

#### EVIDENCE:

- Green Construction was offered in partnership with Skyline College
- Math 190 course added
- Capuchino is moving to CANVAS as its LMS (Learning Management System); UCs and CSUs currently use this platform
- AVID field trips to colleges in NorCal and SoCal
- More students are achieving “Transfer Level” on community college placement exams in English and Math
- Students’ scores on college placement exams (SAT, ACT, and EAP) are improving

### **3.3 Continue to create a student academic identity and culture**

- a. Continue College Testing Day
- b. Continue College/Career Fair
- c. College visits

#### EVIDENCE:

- PSAT administered to all 10th and 11th graders
- College speakers visit CHS to provide info for students
- AVID college tours; non-AVID students may participate
- Tours for incoming/interested 8th graders
- IB tours for interested 10th graders

## **Chapter I - Progress Report**

- IB class visits for 10th graders
- Minimum GPA requirements for extracurricular activities. Students who participate in extracurricular activities (sports, music) maintain a strong GPA

### **3.4 Design and implement a bell schedule that supports time for students to gain college and career knowledge**

#### **EVIDENCE:**

- New bell schedule that includes two 30-minute ASTs (Academic Support Time) per week
- FLEX DAYS used for college/career exploration, workshops, practice tests

### **3.5 Develop a strategic parent outreach plan to increase student post-secondary attendance rates, focusing on all student subgroups**

- a. Identify key stakeholders who have access to the parent communities
- b. Continue to host grade-level parent nights and increase outreach to parents to attend college and career night
- c. Continue to offer opportunities to celebrate student success (i.e. Latino Senior Celebration)

#### **EVIDENCE:**

- Full-time bilingual Parent Outreach Coordinator
- Parent IB tours conducted in English and Spanish
- Welcome Tea for Chinese-speaking families
- PIQE program teaches Spanish-speaking parents how to best support their students at home and at school; PIQE graduation for participating parents
- Sophomore, Junior, and Senior Parent Info nights
- 8th grade family night
- Financial Aid Info Night in both English and Spanish
- Senior Awards Night
- Latino Graduation



# Chapter II: Student and Community Profile

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## Data and Findings

## Chapter II: Student/Community Profile and Supporting Data and Findings

### Capuchino High School

1501 Magnolia Avenue  
San Bruno, California

*An International Baccalaureate School*

#### SPSA School Profile

Capuchino High School is located in the city of San Bruno on the San Francisco Peninsula. Capuchino is one of the six comprehensive high schools of the San Mateo Union High School District. Capuchino serves an economically and ethnically diverse community. The ethnic/racial makeup of the school population is 1% African American, 12% Asian, 22% Caucasian, 10% Filipino, 50% Latino, 5% Pacific Islander, and 1% Other. Total student enrollment is 1178. The class of 2018 is approximately 300 students.

- 34% of students are on the free and reduced lunch program.
- 52% of students speak a language other than English at home.
- 9% of students receive Special Education services.
- 14% of students are English Language Learners.

The 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. Capuchino staff have aligned curriculum to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and International Baccalaureate (IB) assessments that provide students with the skills necessary to prepare them for college and career. Capuchino High School treasures diversity and values the identities, values, and views of its students, families, staff, and community members.

The International Baccalaureate (IB) Program is our advanced level program that serves students who are focused on attending the finest universities in the world while developing both a solid academic and ethical foundation and the skills to be successful in a global world. Our AVID course works with a large percentage of our students who are socioeconomically disadvantaged, preparing students for higher education and giving them the necessary academic skills to be successful in all of their classes. We have established Freshman and Sophomore Teams, 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. In 2017-18, we are also piloting a Junior Team in order to continue to build collaborative, team-focused instructional practices into our school culture. There is also a keen focus on academic literacy, 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 (TOSA) and Instructional Coaches. In addition to academic literacy, our school has identified the following focus areas for improved instruction: 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.

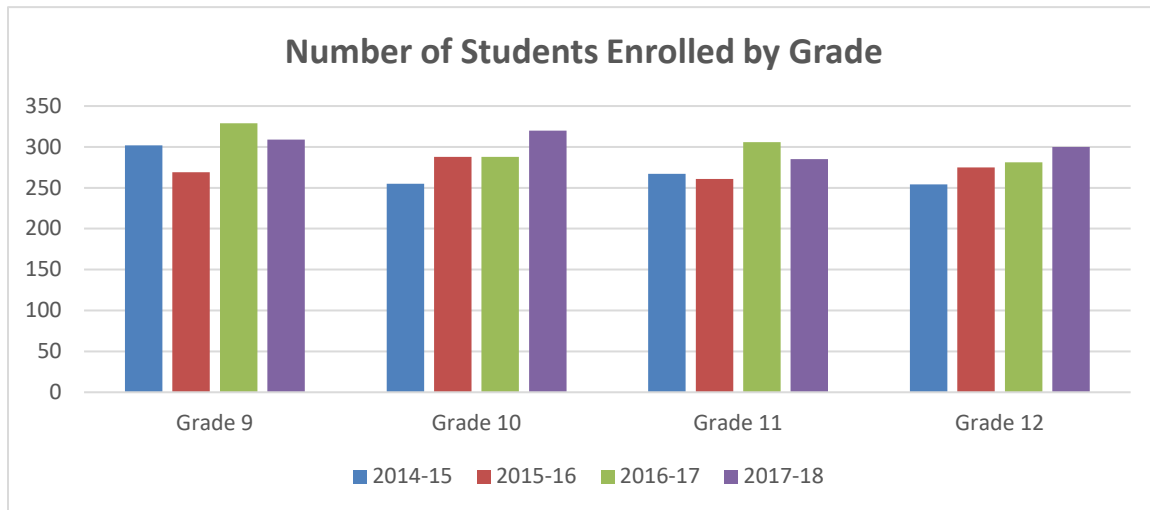
**Chapter II – Demographics**

**Student Enrollment**

Starting with the 2009-2010 school year, the San Mateo Union High School District requires students to attend their school of residence. This is a significant change from the previous open enrollment policy. In 2009, this policy shift resulted in Capuchino High School’s largest freshmen class in the past four years and has helped to stabilize the student population. San Bruno’s population has been increasing steadily for the past few years, contributing to the increase in student enrollment.

Enrollment by Year					
School Year	Grades				Total
	9	10	11	12	
2014-15	302	255	267	254	1,078
2015-16	269	288	261	275	1,093
2016-17	329	288	306	281	1,204
2017-18	309	320	285	300	1,214

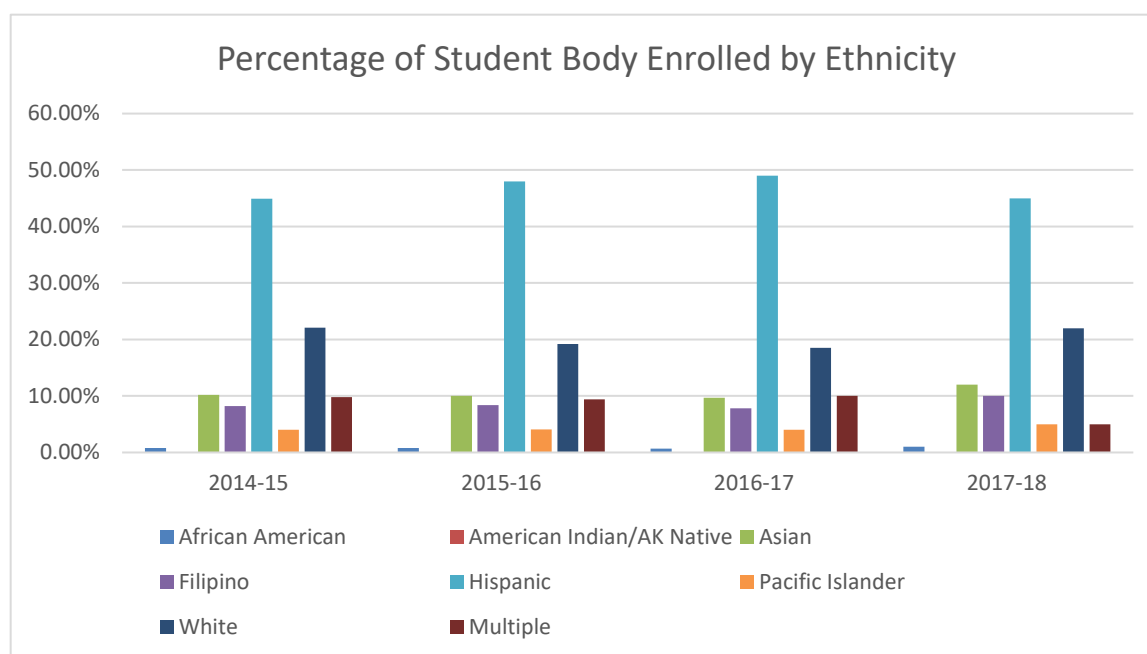
- Enrollment has been slowly increasing over the past three years.
- Increase in enrollment has not had a negative impact on programs or staffing ratios due to prioritized staffing for freshman and sophomore classes, as well as the creation of a number of sheltered classes for English Learners.



The data shows a graduation rate of 92.3%, 93%, and 93% respectively, over the past three years. Data comes from the School Accountability Report Card (SARC).

**Chapter II – Demographics**

Percent of Student Body Enrolled by Ethnicity								
School Year	African-American	Native American/AK Native	Asian	Filipino	Hispanic	Pacific Islander	White	Multiple
2014-15	0.8%	0%	10.2%	8.2%	44.9%	4.0%	22.1%	9.8%
2015-16	0.8%	0%	10.0%	8.4%	48.0%	4.1%	19.2%	9.4%
2016-17	0.7%	0.1%	9.7%	7.8%	49.0%	4.0%	18.5%	10.0%
2017-18	1.0%	0%	12.0%	10.0%	45.0%	5.0%	22.0%	5.0%



- The school’s demographics have not significantly changed over the four years of data collected.
- Hispanic students form the largest subgroup of the student body. White students are the second largest subgroup on campus, and Asian students are the third largest subgroup.
- Students with multiple ethnicities, Filipino students, and Pacific Islander students are relatively smaller subgroups.
- There are small numbers of African-American students and American Indian students.

Capuchino High School supports its diverse student body through a variety of student clubs and parent organizations. Targeted support for the Hispanic student population includes a bilingual Outreach Coordinator, a student club (Latinos Unidos), after-school tutoring and the Latino Parent Organization (LPO). The LPO is a powerful complement to the traditional Parent Teacher Organization. Capuchino also supports the Parent Institute for Quality Education (PIQE) program, which serves as a parent education component to our students’ success. The school is currently in the process of re-instituting a student Polynesian Club to support Polynesian students and their families. The district offers information and workshops to the African-American community. Our dedicated English Language Development Department, the school’s parent-led English Learner Advisory Committee (ELAC), and the District English Learners Advisory Committee (DELAC) round out the support that Capuchino offers to its multifaceted community.

**Chapter II – Demographics**

**Student Services**

In addition to free and reduced meal offerings, Capuchino High School offers a variety of services, federally mandated and otherwise, to meet the academic, social-emotional, and wellness needs of students who require special assistance in high school. Over the past few years, the school has intensified its focus on student wellness, and now provides substantial support for students whose social and emotional needs might otherwise present barriers to their academic and personal success. Our volunteer Conditioning Coach is open to all students for four days of morning training per week to support student fitness. The Dean of Students is currently in the process of building a cohort of freshmen students who will meet regularly during Academic Support Time (AST) to receive mentorship and build more positive academic identities; the students’ parents will also be involved in parent education to help their children make a successful transition to high school. Our student wellness program employs two full-time Wellness Counselors who work together with the administration, Academic Counselors, and Dean of Students to provide a comprehensive support structure for our student body. Capuchino also features thriving peer tutoring and After-School Enrichment (ASE) programs to support students who are struggling academically.

Capuchino serves a large population of students who are English Language Learners as well as a large population of students who are eligible for Special Education services. As required by federal mandate, our school has successfully created a Full Inclusion program for our Special Education students. 80% of special needs students are enrolled in mainstream academics and electives with the support of an Inclusion Specialist, SPED paraprofessional, and accommodations and/or modifications implemented according to students’ needs.

<b>Free and Reduced Meal Eligibility Counts</b>			
	<b>Number of Eligible Students</b>	<b>Total Enrollment</b>	<b>Percent Eligible</b>
<b>2014-15</b>	260	1,078	24.1%
<b>2015-16</b>	239	1,093	21.9%
<b>2016-17</b>	307	1,204	25.5%
<b>2017-18</b>	415	1,214	34.2%

- The percent of students eligible for free or reduced meals has stayed relatively stable for the last few years, but has increased sharply this year, perhaps due to increased cost of living in the area.
- Concerted efforts by the Counseling Department to help students and families to submit forms may have contributed to the increase in student participation this year.

<b>Number of English Learner Students</b>			<b>Number of Students in Special Education</b>		
	<b>Number of Students</b>	<b>% of Student Body</b>		<b>Number of Students</b>	<b>% of Student Body</b>
<b>2014-15</b>	200	18.6%	<b>2014-15</b>	119	11%
<b>2015-16</b>	216	19.8%	<b>2015-16</b>	131	12%
<b>2016-17</b>	166	13.8%	<b>2016-17</b>	137	12%
<b>2017-18</b>	165	13.6%	<b>2017-18</b>	111	9%

- The percent of students who are English Learners has decreased in the last two years; this coincides with an increase in students attending Newcomer School at San Mateo High School.
- The number of students who qualify for SPED services has remained relatively consistent until this year, when it decreased somewhat; this is largely due to the loss of the Deaf and Hard of Hearing program.

## Chapter II – Demographics

### Number of English Learner Students in Mainstream

Year (and total student pop.)	Number of EL students	Total % ELs	% of ELs and Ms in Mainstream
2014-15 (1,104)	214	19%	88%
2015-16 (1,127)	184	16%	79%
2016-17 (1,184)	158	13%	59%
2017-18 (1,214)	165	14%	63%

- The number and percent of EL students at CHS has decreased consistently since 2014-15.
- The percentage of ELs and Ms in mainstream courses has also declined; this is in large part due to the addition of additional sheltered classes in the school's program.

Capuchino's English Language Development program works diligently to move students into the mainstream as soon as possible. As a result, Capuchino offers a variety of sheltered courses to meet the needs of students who are English Language Learners.

The 2017-18 master schedule contains the following classes that support English Language Learners: Modern World History Sheltered, Physics Sheltered, Algebra Sheltered, Geometry Sheltered, and Algebra Support Sheltered. California English Language Development Test (CELDT) proficiency levels determine placement for EL students within the various support courses. Because students classified as RFEP are in traditional classes, and may still require additional assistance with language support, mainstream teachers are notified of the RFEP students in their classes.

Special Education Students in Mainstream Classes					
Spring	% students in > 2 SPED classes/day*	Number of students	% students in ≤ 2 SPED classes/day	Number of students	Total SPED Students
2015	25%	33	75%	98	131
2016	21%	26	79%	97	123
2017	20%	28	80%	109	137

\*State target is fewer than 25% of students.

Information from Aeries

- The school has met the state target each year since 2015, and has increased the percentage of students who have two or fewer SPED classes per day; this improvement is a direct result of our inclusion program.

Special Education services include, but are not limited to, Specialized Academic Instruction, inclusion in mainstream academic and elective courses with support from an Inclusion Specialist, SPED paraprofessional and appropriate subject matter content accommodations and modifications as overseen by Special Education Case Managers. The school also has programs for Emotionally Disturbed students and students in Therapeutic Day School. In addition, services and offerings also include Wellness Counseling, Speech/Language Therapy, Severe Disorders of Language services, Transition Specialists, and Vocational services.

## Chapter II – Demographics

### Truancy Rate

2014-15	64%
2015-16	65%
2016-17	71%

Data source: Aeries/SPSA

SMUHSD defines a student as truant if he or she has an unverified absence on three or more days. Some of the fluctuation in percentages can be attributed to the attendance clerk's ability to clear absences. However, the district has allowed our attendance clerk to stand firm on not clearing any unverified absences beyond 72 hours. If, during this time, the attendance clerk is unable to reach a parent or guardian or if it is not an excusable reason for missing school per our student handbook, the absence becomes unexcused. This makes it challenging to get accurate data with regard to actual student truancy; in all likelihood, the actual truancy rate is much lower than the data indicates. That said, the attendance clerk has engaged in increased efforts along with the school's Dean to stay on top of students with attendance issues. This is done by following up on truant students on a weekly basis and executing the SARB process for truants.

### Suspensions/Expulsions

	2014-2015	2015-16	2016-17
<b>Suspensions</b>	49	32	67
<b>Expulsions</b>	5	5	0

- While the school did not expel any students in the 2016-17 school year, the number of students suspended increased significantly.
- This school year (2017-18) we have had 22 suspensions as of December, and are on track to return to previous years' numbers.

### Percentage of Suspensions by Ethnicity

Ethnicity	2014-15 Suspensions	% of Student Body 2014-15	2015-16 Suspensions	% of Student Body 2015-16	2016-2017 Suspensions	% of Student Body 2016-17
<b>American Indian</b>	2%	<1%	N/A	0	N/A	<1%
<b>Asian</b>	2%	10%	9%	10%	6%	10%
<b>Other Pacific Islander</b>	13%	4%	4%	4%	2%	4%
<b>Filipino</b>	N/A	8%	4%	8%	5%	8%
<b>Hispanic or Latino</b>	53%	45%	61%	48%	68%	49%
<b>Black or African American</b>	2%	<1%	4%	<1%	N/A	<1%
<b>White (Not Hispanic)</b>	28%	22%	17%	19%	19%	19%

- Hispanic or Latino students consistently have the highest number of suspensions; Latinos and Hispanics are the most populous group at Capuchino. However, the percentage of suspensions is still disproportionately high for both Latino and Pacific Islander students.

Capuchino High School's discipline plan is based on the degree of the infraction committed by the student and previous conduct of the student. All students are made aware of the school's discipline policy at the start of each school year through orientation, classroom visits by administration, daily announcements, teacher syllabi, and beginning of the year classroom discussions. Furthermore, parents can find information on the Capuchino discipline policy in the student handbook. The handbook is mailed home at the start of each school year and a copy, in both English and Spanish, is posted on the school's website.

## Chapter II – Demographics

### Staff Demographics

Leadership opportunities are widely available to the Capuchino faculty as well as classified staff. Outside of the classroom, teachers and classified staff are involved in many leadership roles, including Department Chair, Club Advisor, Athletic Coach, Freshman and Sophomore Team Leaders, IB Coordinator, AVID Coordinator, GATE Coordinator, and PLC Facilitators. In addition to assuming club and program leadership roles, Capuchino faculty and classified staff members are also involved in school governance roles. Teachers and staff members play a critical role on various committees, including the School Leadership Team, English Learner Advisory Committee (ELAC), and School Site Council. As part of a district teacher leadership initiative, Capuchino High School gave teachers four release periods to serve in the following roles: Professional Development Coordinator, Instructional Technology Coordinator, and Instructional Coach. There are currently three instructional coaches on campus that support 20 teachers in reaching their professional goals during the evaluation process. Capuchino teachers also play important district leadership roles by serving on the Curriculum Council and Strategic Support Councils. Staff members are also involved as union representatives and participate in outside professional organizations. Classified staff and teachers can also be seen at athletic events, student performances, fundraisers, and other activities to support students and one another.

#### Number of Staff Members by Classification

	Certificated	Classified	Total
2014-15	65	36	101
2015-16	67	40	107
2016-17	67	41	108
2017-18	73	41	114

- The increase in staffing in 2017-18 is due in part to the addition of a number of sheltered classes and additional need for Instructional Aides as part of our inclusion program.

#### Teacher Credential Status

	Fully Credentialed	Emergency Credentials	Pre/Interns	Waivers	Total Teachers
2014-15	65	0	0	0	65
2015-16	66	0	1	0	67
2016-17	67	0	0	0	67
2017-18	73	0	0	0	73

- Teachers at Capuchino in 2017-18 have an average of 13 years of classroom teaching.
- All of Capuchino's teachers are fully credentialed by the State of California.



**Chapter II – Demographics**

**Highest Education Level of Certificated Staff (2017-18 SY)**

	Doctorate	Master's	Bachelor's
2017-18	0%	66%	34%

- Over 61% of Capuchino faculty hold a Master’s degree.
- 100% of faculty participate in continuing education and professional development as a part of their district evaluation.

**Certificated Staff Breakdown by Race/Ethnicity and Gender (2017-18 SY)**

American Indian/Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic/Latino	African American/Black	White	Two or More Races	Male	Female
1%	5%	1%	7%	23%	1%	60%	0%	30%	70%

**Classified Staff Breakdown by Race/Ethnicity and Gender (2017-18 SY)**

A. Full-Time Equivalent of Classified Staff																		
Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. (Single-school districts should report classified staff only on this form.)																		
		Male							Female							Totals		
		American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino of Any Race	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latina of Any Race	African American, Not Hispanic		White, Not Hispanic	Two or More Races, Not Hispanic
1	Paraprofessionals					1.60	.75	1.60			1.15	.85			.85	2.25		9.00
2	Office/Clerical Staff						.50				.45			7.00		5.00		13.00
3	Other Classified Staff		1.00	1.00	1.00	4.00	1.50	4.50			1.00					5.15		19.15

- White staff members are over-represented at CHS in proportion to the student demographics; Latino staff are underrepresented in this regard.
- Nearly all demographic groups have some representation in CHS certificated and/or classified staff.

At Capuchino High School the classified staff members play a vital role in establishing and maintaining an effective and safe learning environment. The classified staff includes a variety of office support staff, including: Library Media Technician, Family Engagement Coordinator, English Language Specialists, College and Career Center Coordinator, Wellness Counselors, and Instructional Aides. The school also benefits from a 0.5 Teacher Librarian (certificated).

In addition to their individual roles and responsibilities, the Capuchino classified staff is also involved in a variety of ways around campus, including accompanying teachers on field trips and activities, coaching, support and attendance at student performances and athletic events.

## Chapter II – School Program

### English Courses

The Capuchino English department offers a wide range of courses aimed at preparing students for college. In addition to providing the skills necessary for college success, the English department also prepares students for success on both state mandated tests, such as the CAASPP test and the International Baccalaureate Assessments.

The English Department provides open access to Advanced Standing and International Baccalaureate classes. Students participate in the following courses:

Grade Level	Course Offerings
9th	<ul style="list-style-type: none"> <li>English I CP</li> <li>English I AS</li> </ul>
10th	<ul style="list-style-type: none"> <li>English II CP</li> <li>English II AS</li> <li>On-site Credit Recovery (OSCR)</li> </ul>
11th	<ul style="list-style-type: none"> <li>English III</li> <li>IB English HL I</li> <li>On-site Credit Recovery (OSCR)</li> </ul>
12th	<ul style="list-style-type: none"> <li>English Reading and Writing Course (ERWC)</li> <li>IB English HL II</li> <li>On-site Credit Recovery (OSCR)</li> </ul>

Beginning in Fall of 2017, Strategic English Support and Intensive English were removed from the master schedule to accommodate a significant reduction in class sizes for Freshman English courses. This choice was an effort to improve the student outcomes across the board in English I CP and accompanies an increased focus on early interventions for struggling 9<sup>th</sup> graders, including ongoing monitoring of these students' grades and learning.

In addition to the above courses, English Language Development (Designated and Integrated) is offered to students who are in the process of acquiring English as a second or other language. Students who exit ELD through testing and teacher recommendation enter into mainstream English courses in accordance with district policy.

**Chapter II – School Program**

**English Language Development Courses**

The Capuchino English Language Development department is offered to students who are in the process of acquiring English as a second or other language. Courses available include Integrated and Designated ELD, at levels I (Emerging), II (Expanding), and III (Bridging). These courses are in accordance with district policy and the statewide ELD Framework.

In Integrated ELD courses, teachers use the CA ELA standards to guide instruction, but with direct language support to assist students in the mastery of those standards. In Designated ELD courses, based on the language needs of EL students, teachers support students in the acquisition of the English language using the CA ELD standards as a framework for their instruction.

In addition, EL students have access to sheltered courses in the Social Science, Science, and Math departments, allowing them more equitable access to content across the curriculum.

These changes represent a major shift in EL instruction in the school, in accordance with the district’s vision and the State’s direction. The school has been working with all teachers to better understand the ELA/ELD Framework, and to provide professional development for teachers in the methods of supporting English Learners in the classroom.

Over the past few years, the school has worked with the district’s ELD Council to improve end of semester assessments, develop descriptors for ELD I-III students, and refine end of semester writing prompts and rubrics for ELD I-III classes. In addition, several Capuchino ELD students sit on the District English Learner Advisory Committee.

This year we are continuing the implementation of the new framework in ELD Council where our goal is aligning curriculum to the new courses of study for ELD II and ELD III by:

- Enhancing culturally relevant, rigorous and engaging curriculum
- Aligning current assessments with ELD standards
- Deciding on common assessments that cover all ELD standards

<b>Integrated ELD</b>	<b>Designated ELD</b>
<p>All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.</p> <p>Content Standards are in the foreground; language is in the background.</p>	<p>A protected time during the school day when students are grouped by language proficiency and teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction.</p> <p>ELD standards are in the foreground; content is in the background.</p>

**Chapter II – School Program**

**Math Courses**

The Capuchino Math Department offers a selection of math course geared toward preparing students for college and career as well as success on state tests and International Baccalaureate Assessments.

Students must complete three years of math to graduate, but are strongly encouraged to take four years of math.

Students may choose from the following courses:

Grade Level	Course Offerings	
9th	<ul style="list-style-type: none"> <li>• Strategic Algebra Support (Students 1-2 years below grade level, students enrolled concurrently in an Algebra class)</li> <li>• Algebra I</li> <li>• ELD Algebra I</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry</li> <li>• Algebra II</li> </ul>
10th	<ul style="list-style-type: none"> <li>• Algebra I</li> <li>• ELD Algebra I</li> <li>• Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• ELD Geometry</li> <li>• Algebra II</li> </ul>
11th	<ul style="list-style-type: none"> <li>• Integrated Math II</li> <li>• ELD Algebra I</li> <li>• Algebra II</li> </ul>	<ul style="list-style-type: none"> <li>• IB Math Studies SL</li> <li>• IB Math SL I</li> <li>• IB Math HL I</li> <li>• OSCR (On-site Credit Recovery)</li> </ul>
12th	<ul style="list-style-type: none"> <li>• Integrated Math II</li> <li>• Math 190</li> <li>• OSCR (On-site Credit Recovery)</li> </ul>	<ul style="list-style-type: none"> <li>• IB Math SL II</li> <li>• IB Math HL II</li> <li>• Algebra II</li> </ul>

## Chapter II – School Program

### Science Courses

The Capuchino Science Department offers students a sequence of science courses aimed at giving students three years of NGSS-aligned science in preparation for college. Capuchino requires students to take a conceptual Physics class as 9th graders; this course participates as one of the four Freshmen Team courses. Physics is followed by Chemistry at the 10th grade level, and serves as part of the Sophomore Team. By taking two physical science courses before taking a life science course, students build a foundation for success in IB or AP courses during their junior and senior years. Students may choose from the following science course offerings:

Grade Level	Course Offerings
9th	<ul style="list-style-type: none"><li>• Physics I</li><li>• ELD Physics I (offered alternate years)</li></ul>
10th	<ul style="list-style-type: none"><li>• Chemistry I</li><li>• ELD Chemistry I (offered alternate years)</li></ul>
11th	<ul style="list-style-type: none"><li>• Biology I</li><li>• IB Biology SL and HL I</li><li>• IB Chemistry SL (not offered 2017-18)</li><li>• AP Physics I</li></ul>
12th	<ul style="list-style-type: none"><li>• IB Biology SL and HL II</li><li>• IB Chemistry SL (not offered 2017-18)</li><li>• AP Physics I</li></ul>

For the last three years, NGSS integration has been the department's focus. The department has also completed significant work on the backward mapping of IB skills since the last WASC Self-Study; however, additional time is needed to complete this work and ensure new staff are trained in the curriculum.

**Chapter II – School Program**

**Social Science Courses**

The Capuchino Social Science department offers students 3 ½ years of coursework in social studies along with a year-long IB Psychology Elective. The Social Science department meets weekly in grade level teams that are vertically and horizontally aligned to plan and review. Department collaboration time is used to follow protocols for review of student work to inform backwards mapping of skills. Over the past few years, the department has focused on reading, writing, structured academic talk, and research in the curriculum. Students may choose from the following courses in the Social Science department:

Grade Level	Course Offerings
9th	<ul style="list-style-type: none"> <li>• Modern World History I (one semester)</li> </ul>
10th	<ul style="list-style-type: none"> <li>• Modern World History II (one semester)</li> <li>• Modern World History II AS (one semester)</li> <li>• ELD Modern World History</li> <li>• ELD Contemporary World Studies (one semester)</li> <li>• Contemporary World Studies AS (one semester)</li> </ul>
11th	<ul style="list-style-type: none"> <li>• U.S. History</li> <li>• U.S. History Sheltered</li> <li>• IB History (Americas) III-IV</li> <li>• IB Psychology</li> </ul>
12th	<ul style="list-style-type: none"> <li>• Economics (one semester)</li> <li>• American Government (one semester)</li> <li>• ELD American Government (one semester)</li> <li>• IB History (Americas) I-II</li> <li>• IB Psychology</li> </ul>

**Chapter II – School Program**

**Visual and Performing Arts and Career Technical Education**

Capuchino prides itself on providing students with platforms for creative expression within the Visual and Performing Arts as well as the skills for Career and Technology Education. The Visual and Performing Arts and Career and Technology Education programs serve over 750 students each year in a variety of courses. Advanced courses of study are offered in all art programs, including International Baccalaureate courses in Visual Art and Dance, as well as a new program in Green Construction through a partnership with Skyline College. IB Music has recently been added to the VAPA offerings. Partnerships with Career Technical Education programs have helped fund creative technical programs in Animation and Film. Funding from grants has allowed the construction of new arts facilities that include a new ceramics and art studio as well as a digital animation and photo studio. Our Arts programs also provide students opportunities to develop professional relationships with local artists through guest lectures and performances as well as portfolio reviews.

**VAPA, CTE, and Music Courses and Programs**

Art & Advanced Art	Ceramics & Advanced Ceramics	Digital Photography & Advanced Digital Photography
Dance & Advanced Dance	Drama	Art of Video
IB Film	IB Dance	IB Visual Art
Animation & Advanced Animation	Publications	Culinary Arts
Green Construction	Computer Science	Jazz Band
Guitar I and II	Symphonic Band	Orchestra
String Orchestra	Choir	IB Music
Marching Band		

**Chapter II – School Program**

**Academic Support Time (AST)**

Academic Support Time, or AST, is a Tier I intervention where faculty and support staff offer academic support, spaces for independent/collaborative work, group counseling, and stress reducing activities. The mission of AST is to provide flexible and individualized learning spaces on campus that foster self-management skills, and to support all students emotionally and academically.

In 2012, AST was created using Design Thinking to serve as a means to support students academically and socio-emotionally. After participating in a Design Challenge to design the ideal high school, one of the prototypes called for time built into the day to give students time to decompress from cognitive overload, receive additional academic support from teachers, and develop self-management skills.

In order to address student wellness, balance the rigorous academic workload, and provide additional means for instructional interventions, this year the school increased AST from one day per week to two days per week. The decision to implement this increase was made through the implementation of an AST committee, who surveyed staff and students, and met regularly during the 2016-17 school year to determine the best way to support students’ academic and wellness needs.

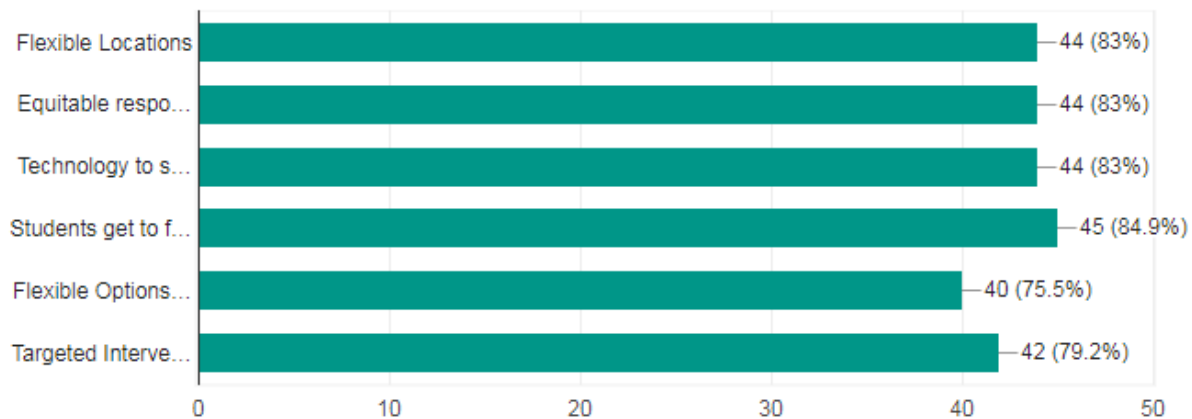
The school makes use of the Flex Time software to track students’ attendance during AST. Students in good academic standing have multiple options during AST, and the school provides multiple FLEX locations and activities during the period in addition to the classroom environment. Students who have multiple Ds or Fs benefit from academic intervention during AST, where administrators, teachers, peer tutors and classified staff assist students and provide extra targeted academic support.

**Results of Staff Survey, Spring 2017**

**What aspects of the redesign do you support?**



53 responses





## Chapter II – School Program

### International Baccalaureate Program

The mission of the International Baccalaureate (IB) is to develop inquisitive, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Capuchino has strived to embed the principles of IB into all of its classes. We initially did this by backwards mapping to the IB standards. Since the IB assessment system places a high priority on oral assessments, rigorous writing assignments, and student exhibitions, we have endeavored to begin practicing as early as the sophomore year. IB also infuses its assessments with a strong research component that requires students to not only analyze the works of others, but also to synthesize their own knowledge. The school has worked to make an IB experience available to the entire student body. We encourage all students to enroll in at least one IB class before they graduate. In addition, we are sending more teachers to IB training each year, targeting those teachers who are not currently teaching an IB class, in order to better articulate the IB skills throughout the school's program.

Capuchino International Baccalaureate Program						
Testing Year	Number of Candidates	Number of Tests	Number of 7s	Number of tests $\geq$ 5	Number of 4s	Diplomas earned
2014	167	493/502	4	114	165	20/25
2015	193	481/453	3	185	130	12/14
2016	212	547/515	3	182	131	16/20
2017	218	547/512	6	133	123	10/18

Participation in the International Baccalaureate (IB) program has steadily increased from 2014 to 2017, with corresponding increases in the number of IB tests taken. This is due in part to IB teachers and counselors encouraging students to take IB tests and to push themselves academically. The school has offered additional IB classes, including Sports Medicine, IB Chemistry, and IB Psychology. The administration supported this effort by supplying funding to cover test fees. As the number of students taking IB tests has increased, the percent of students earning a score of four or above has decreased, which is a common occurrence when a school increases the number of students having access to a more rigorous curriculum. The pass rates are expected to increase as the school continues the process of aligning its curriculum and assessment system to the principles of IB. Student and staff focus groups agree that this identified need should factor in to the school's WASC goals and Action Plan.

**Chapter II – School Program**

**International Baccalaureate Program  
Enrollment by Ethnicity**

As a part of the school’s Single Plan for Student Achievement and dedication to the belief that all students can achieve, Capuchino strives to provide equitable access to all courses regardless of a student’s ethnicity, socioeconomic status, or disability. The belief that IB course enrollment should accurately reflect the school’s demographics is manifest in the course placement protocol of the school. Any student may take an IB course, regardless of previous academic performance or teacher recommendations. As a result, students choose to access courses based on their preference and desire to succeed.

**IB COURSE ENROLMENT BY ETHNICITY**

YEAR	African-American		Asian		Filipino		Pacific Islander		Hispanic		White		Native American/Alaska Native		Declined to State		Total IB Students
	% of Total Pop.	% of IB Pop.	% of Total Pop.	% of IB Pop.	% of Total Pop.	% of IB Pop.	% of Total Pop.	% of IB Pop.	% of Total Pop.	% of IB Pop.	% of Total Pop.	% of IB Pop.	% of Total Pop.	% of IB Pop.			
<b>2014-15</b>	1%	1%	10%	15%	8%	14%	4%	5%	45%	36%	22%	29%	0	N/A	0	N/A	382
<b>2015-16</b>	1%	1%	10%	16%	8%	13%	4%	6%	48%	39%	19%	25%	0	N/A	0	N/A	405
<b>2016-17</b>	1%	2%	10%	14%	8%	11%	4%	5%	49%	46%	19%	22%	0	N/A	0	N/A	390
<b>2017-18</b>	1%	1%	12%	15%	10%	12%	5%	4%	50%	47%	22%	21%	0	N/A	0	N/A	391

- Enrollment in IB courses has stayed relatively stable for most subgroups, but has risen consistently and dramatically for Hispanic students, from 136 (45%) in 2014 to 183 (50%) Hispanic students in IB classes in 2017-18.
- Enrollment in IB is approximately proportional to our student body demographics; the most significant gap was that for Hispanic students, but that gap has been eliminated in the last two years.

Chapter II – School Program

IB Access and Equity Enrollment Data: 2017-18 School Year



	11th & 12th in an IB Course	Percent	Total 11th & 12 <sup>th</sup> Enrollment	Percent
	391 students	67% of all 11th & 12th	581 students	100%
<b>Gender</b>				
Male	193	49%	315	54%
Female	198	51%	266	46%
<b>Special Education</b>	11	3%	64	11%
<b>English Language Status</b>				
Eng Only (E)	184	47%	273	47%
Fluent (F)	27	7%	32	6%
Reclassified Fluent (R)	161	41%	200	34%
EL in Mainstream (M)	18	5%	51	9%
EL in ELD III (L)	1	<1%	14	2%
EL in ELD II (K)	0	0	9	2%
EL in ELD I (N)	0	0	2	<1%
<b>Ethnicity/Race</b>				
Latino	183	47%	282	49%
Asian	61	15%	79	14%
Pacific Islander	16	4%	30	5%
Filipino	47	12%	55	9%
Black/African American	2	1%	5	1%
White	82	21%	129	22%
Amer. Indian/Native Alaskan	0	0	1	< 1%

- Almost all subgroups are equitably represented in IB courses across the school, with percentages of students enrolled roughly equivalent to the groups’ representation in the student body.
- English Learners and Special Education students are the exceptions to this trend, with some gaps still existing for these groups.

## IB Learner Profile: Mustang Traits

<p><b>1. Inquirers</b> Curious! They get the skills to learn things for themselves. They <i>like</i> to learn. Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry &amp; research, and become independent active learners.</p>	<p><b>Things an IB Mustang does ALL THE TIME:</b>  <b>Read:</b> all kinds of texts for many different purposes  <b>Write:</b> about what s/he reads; to formulate ideas; to prepare to discuss  <b>Speak:</b> thoughtfully using language appropriate to the task; to self-advocate; to share a perspective  <b>Listen:</b> carefully, with an open mind; to hear other perspectives; to expand knowledge</p> <p><b>Words &amp; phrases used to describe an IB Mustang:</b>                      Inquisitive                      Engaged                      Organized                      Creative                      Perseveres                      Has a growth mindset                      Able to make mistakes                      Accepts feedback                      Uses feedback to improve</p>
<p><b>2. Knowledgeable</b> They explore concepts, ideas and issues which have global relevance &amp; importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.</p>	
<p><b>3. Critical thinkers</b> They exercise initiative in applying thinking skills critically &amp; creatively to approach complex problems &amp; make reasoned decisions.</p>	
<p><b>4. Communicators</b> They understand &amp; express ideas &amp; information confidently &amp; creatively in more than one language &amp; in a variety of modes of communication.</p>	
<p><b>5. Risk-takers</b> They approach unfamiliar situations with confidence &amp; forethought, and have the independence of spirit to explore new roles, ideas &amp; strategies. They are courageous &amp; articulate in defending those things in which they believe.</p>	
<p><b>6. Principled</b> They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness &amp; justice &amp; respect for the dignity of the individual.</p>	
<p><b>7. Caring</b> They show empathy, compassion &amp; respect towards the needs &amp; feelings of others. They have a personal commitment to action &amp; service to make a positive difference to the environment &amp; to the lives of others.</p>	
<p><b>8. Open-minded</b> Through an understanding and appreciation of their own culture, they are open to the perspectives, values &amp; traditions of other individuals &amp; cultures and are accustomed to seeking &amp; considering a range of points of view.</p>	
<p><b>9. Well-balanced</b> They understand the importance of physical &amp; mental balance &amp; personal well-being for themselves &amp; others. They demonstrate perseverance &amp; self-discipline.</p>	
<p><b>10. Reflective</b> They give thoughtful consideration to their own learning &amp; personal development. They are able to analyze their strengths &amp; weaknesses in a constructive manner.</p>	

**Chapter II – School Program**

**Academic Program Data**

Capuchino provides data-driven, research-based structures and programs to support students in achieving their academic goals. In the past three years, programs such as AVID, the Freshman and Sophomore Teams, and the International Baccalaureate curriculum have helped students prepare for the rigors of college and hone an academic identity. In response to data showing a high number of students failing one or more academic courses during high school, Capuchino continues to invest resources in ensuring students have the appropriate support to succeed in high school.

**Freshman, Sophomore and Junior Teams**

The Freshman and Sophomore Teams at Capuchino High School are small learning communities (SLC) designed to support the successful transition of 9<sup>th</sup> and 10<sup>th</sup> grade students from middle to high school. Within the SLC, academic and emotional supports are provided to help students build the essential educational skills needed to obtain an excellent college-preparatory education. The SLC focuses on two essential areas: personalization and academics. Through such focus, the Freshman Team at Capuchino creates a climate and structure for students and teachers where all participants know each other well. Team teachers have developed an intervention process called Students of Concern (SOC) meetings, in which teachers, students, counselors, and administrators collaborate to understand the challenges of certain Team students and provide the support they need to find academic success. The relationships between students and teachers allow teachers to know their students well enough to provide appropriate structural support for their academic success during their freshman year at Capuchino.

The SLCs of the Freshman and Sophomore Teams at Capuchino are interdisciplinary teams of four courses: Science, English, History and Health. There are currently two Freshman Teams that support 285 students, or 92% of the freshman class. There are two Sophomore Teams that support 293 students, or 92% of the sophomore class. In response to an identified need to reach more of our freshman students, we have expanded Teams to include all but a very small percentage of students who require Severe Disorders of Language services.

In 2017-18, the school began a pilot program to implement a Junior Team. Presently, the team incorporates English and Social Science teachers, who meet regularly to build and implement common instructional practices and to align curriculum and skills and to build an interdisciplinary approach. This work is new and ongoing, and we will be evaluating its progress and its effectiveness before expanding the team.

<b>Number and Percent of Freshmen with Ds or Fs</b>			
	Number of Freshmen Students w/ 1+ D or F	Total Freshmen	% of Freshmen w/ Ds or Fs
<b>2014-15</b>	99	318	31.1%
<b>2015-16</b>	73	292	25.0%
<b>2016-17</b>	107	329	32.5%

- The rate of students with Ds or Fs decreased by 6% in 2015, but increased again in 2016.
- Our primary feeder school, Parkside Middle School, has been through several leadership changes and struggling with lack of leadership and discipline over the past two years; this may account for some of the challenges facing the 2016-17 Freshman class. We anticipate that this cohort will improve over the course of their time at CHS, and we are monitoring their progress and working with Sophomore Team to support their success.

**Chapter II – School Program**

**Freshman, Sophomore and Junior Teams Achievement Data**

<b>Number and Percent of Sophomores with Ds or Fs</b>			
	Number of Sophomore Students w/ 1+ D or F	Total Sophomores	% of Sophomores w/ Ds or Fs
<b>2014-15</b>	97	277	35.0%
<b>2015-16</b>	100	310	32.3%
<b>2016-17</b>	100	288	34.7%

- The percentage of sophomores who had Ds or Fs has not changed significantly since 2014-15.

<b>Percent of Team Students Receiving Fs in a Core Subject</b>				
Year	% of students with one F	% of students two Fs	% of students with 3 Fs	% of students with 4 Fs
<b>Fall 2014</b>	10%	5%	3%	0.4% (2 students)
<b>Fall 2015</b>	9%	3%	1%	0.4% (2 students)
<b>Fall 2016</b>	7%	3%	2%	1.7% (11 students)

- In the Fall of 2016, while there were fewer students who had one or two failing grades in a core subject, there were significantly more who had failing grades in all of their core subjects.
- It is anticipated that the targeted interventions during AST will help address the issue of students’ failing multiple core subjects; continued monitoring of this data point this year will be necessary to assess the efficacy of this intervention strategy.

<b>Team Students Receiving any Fs in a Core Subject Breakdown by Subgroup</b>								
	<b>Fall 2014 (98 total)</b>		<b>Fall 2015 (72 total)</b>		<b>Fall 2016 (88 total)</b>		<b>Spring 2017 (86 total)</b>	
	#	%	#	%	#	%	#	%
<b>Boys</b>	58	59%	41	57%	49	56%	52	60%
<b>Girls</b>	40	41%	31	43%	39	44%	34	40%
<b>Latino</b>	63	64%	46	64%	56	64%	55	64%
<b>White</b>	18	18%	11	15%	17	19%	14	16%
<b>Pacific Islander</b>	7	7%	10	14%	7	8%	6	7%
<b>Filipino</b>	2	2%	2	3%	4	4%	7	8%
<b>Asian</b>	6	6%	3	4%	3	3%	3	3%
<b>Black/African American</b>	2	2%	0	0%	1	1%	1	1%

- Latino students receive failing grades at a disproportionate rate; while they make up approximately 50% of the students body, they represent 64% of the Freshman and Sophomore Team students who have failing grades in Core academic courses.
- Boys are also failing at a slightly disproportionate rate.
- These gaps have not changed significantly over the last three years.

It is generally agreed by the various Focus Groups and stakeholders who have reviewed this data that a focus on improving academic outcomes for 9<sup>th</sup> grade students in particular should be a component of the school’s WASC goals and Action Plan.

**Chapter II – School Program**

**Advancement Via Individual Determination (AVID)**

AVID, Advancement Via Individual Determination, is a college readiness system that is designed to increase schoolwide learning and performance. The AVID system accelerates student learning using research-based methods of effective instruction. AVID focuses on the least-served students in the academic middle.

The AVID program at Capuchino currently serves 114 students, almost 10% of the school’s population. The school has typically offered five sections of the course, though it dropped to four sections in the 2016-17 school year. Capuchino High School participates in the district-wide AVID council to support site level implementation and expansion of the program. Currently, 73% of AVID students are first generation college-going students, and 59% take part in the free and reduced lunch program.

<b>Ethnicity of AVID Students by Percentage</b>								
	2014-15 AVID %	2014-15 % of Student Body	2015-16 AVID %	2015-16 % of Student Body	2016-17 AVID %	2016-17 % of Student Body	2017-18 AVID %	2017-18 % of Student Body
<b>Pacific Islander</b>	12%	4%	10%	4%	10%	4%	8%	5%
<b>Latino</b>	43%	45%	49%	48%	65%	49%	67%	45%
<b>African-American</b>	2%	<1%	0%	<1%	0%	<1%	0%	1%
<b>White</b>	19%	22%	17%	19%	12%	22%	13%	22%
<b>Asian</b>	20%	10%	8%	10%	12%	10%	12%	12%

- Since 2014, there seems to have been a shift in the demographics of the AVID cohort, with a much larger percentage of Latino students taking part in the program.

<b>Percent of AVID Students in AS/IB Classes</b>				
	% of AVID Freshmen in AS English	% of AVID Sophomores in AS English	% of AVID Juniors in an IB Course	% of Seniors in an IB Course
<b>2011-12</b>	12%	40%	84%	96%
<b>2012-13</b>	64%	56%	77%	96%
<b>2013-14</b>	38%	42%	86%	88%
<b>2014-15</b>	31%	56%	91%	100%
<b>2015-16</b>	44%	54%	88%	88%
<b>2016-17</b>	46%	46%	88%	92%
<b>2017-18</b>	86%	77%	89%	100%

- Across the board, AVID students’ participation in AS/IB has increased over time.
- 100% of AVID Seniors are enrolled in at least one IB course at the school this year.
- AVID freshmen are taking on the challenge of AS English with much greater frequency; in 2011-12, only 12% of AVID freshmen took AS English, whereas in 2017-18, 86% of AVID freshmen are in AS English.

<b>% AVID Acceptance to Four Year College</b>		
	%AVID Acceptance	# Seniors in AVID
<b>2014-15</b>	92%	37
<b>2015-16</b>	86%	26
<b>2016-17</b>	97%	31

- 97% of AVID seniors last year were accepted to a four-year college, an increase of 5% since 2014-15.

**Chapter II – School Program**

**School Climate and Culture**

Capuchino provides students with a variety of opportunities for personal exploration and development through its large offerings of clubs and after-school activities. Students may initiate a club on campus by gathering student signatures and finding a staff member who agrees to serve as a club advisor. As a result, the wide array of clubs on campus reflects the diversity and interests of our students. As of the 2017-18 school year, the following clubs were available to students:

Do It Yourself Club	International Relief Services Club	French Club	Acts of Random Kindness Club	Chess Club
Leo’s Club	Arabic Club	Gay Straight Alliance	Junior Statesmen of America	Latinos Unidos
Students in Action	Interact Club	Drama Club	Cap Cancer Research Club	Black Student Union
Music Production	Polynesian Club (in development)	California Scholarship Federation		

In addition, the following Leadership Councils and Commissions provide students with the opportunity to contribute productively to the school culture and community:

ASB/Leadership	Freshmen Class Council	Sophomore Class Council	Junior Class Council	Senior Class Council
Health and Wellness Commission	Campus Connection/ Lunchtime Activities	The Stampede (Student Section)	Cultural Awareness Commission	Staff/Student Recreation
Campus Beautification Commission	Club Connections Commission	Rally Commission	Community Wellness Commission	Fundraising Commission
Technical Services Commission	Link Crew Commission			

Athletics and Student Leadership play an important role at Capuchino. The school’s Associated Student Body Leadership Team works effortlessly to instill school spirit into the daily activities of students. Each class elects a class council that consists of a President, Vice President, Secretary, and Treasurer who serve on a variety of committees within the Executive Council. The entire school elects an ASB President, Vice President, Secretary, and Treasurer to oversee all activities and fundraising efforts. The group meets four times a week during third and fourth period as a part of the Leadership class.

**Leadership Class**

The Leadership class, along with elected Student Council Officers and Clubs, plans, implements, and evaluates student activities that seek to educate, celebrate, and acknowledge the co-curricular component of campus life. Leadership opportunities occur through more than planning school dances or running for student body president; Leadership at Capuchino means taking steps to create positive change in the school community. Over the past few years, Leadership has made a concerted effort to conduct outreach to students who might not otherwise participate in school leadership, including Special Education students and English Learners.

Developing skills for communication, time management, goal setting, interpersonal relations, public relations, and organization are primary objectives for the ASB. Through Student Government meetings, ASB provides the “student voice” to the site administration and San Bruno community; student leaders are members of the School Site Council and the District’s United Associated Student Body Council.



**Chapter II – School Program**

**Capuchino Athletics**

School athletics not only unite the community and staff at Capuchino; they provide students with extrinsic and intrinsic motivation to do their best both on and off the field. Student athletics are supported by a sports booster club, the Rotary Club, the San Bruno Fire Department, and local businesses. The sports boosters have several major fundraisers such as the annual crab dinner, summer fireworks sales, and many other events. The money raised has paid for 100% of the team uniforms and also training equipment. The Rotary Club sponsors the Capuchino – Mills annual football luncheon before the “Battle of the Strip.” This luncheon is also a fundraiser for each school’s athletic department. San Bruno Fire Department volunteers personnel to work the football games and local businesses have donated money for various teams. Some teachers and staff members also participate as coaches and perform facilities maintenance, preparation of venue, and game day operation to ensure a safe and positive event for everyone involved. Capuchino currently has 44 men’s and women’s teams competing in interscholastic events at the Varsity and Freshman-Sophomore level. Capuchino stresses the importance of academics for our student athletes, and the necessity to balance one’s academic work with their athletic endeavors. Students are required to maintain a minimum GPA of 2.5, with all passing grades and no more than one D. Last year, the average in-season GPA of Capuchino student athletes was 3.20.

**Athletics by Season**

Fall	Winter	Spring
JV Spirit Squad	Boys Freshman Basketball	Coed Varsity Badminton
Varsity Spirit Squad	Boys JV Basketball	JV Baseball
JV Boys Cross Country	Boys Varsity Basketball	Varsity Baseball
JV Girls Cross Country	Girls JV Basketball	Boys Varsity Golf
Varsity Boys Cross Country	Girls Varsity Basketball	Boys Varsity Tennis
Varsity Girls Cross Country	Girls JV Soccer	Boys JV Swimming
JV Football	Girls Varsity Soccer	Girls JV Swimming
Varsity Football	Boys JV Soccer	Boys Varsity Swimming
Girls Varsity Golf	Boys Varsity Soccer	Girls Varsity Swimming
Girls Varsity Tennis	Boys JV Wrestling	JV Softball
Girls JV Volleyball	Boys Varsity Wrestling	Varsity Softball
Girls Varsity Volleyball	Girls JV Wrestling	Girls JV Track & Field
Girls Varsity Water Polo	Girls Varsity Wrestling	Boys Track & Field
Boys JV water Polo		Girls Varsity Track & Field
Boys Varsity Water Polo		Boys Varsity Track & Field
		Boys Varsity Volleyball

## Chapter II – School Program

### Professional Development and Professional Learning Communities (PLCs) at Capuchino

Over the past five years, professional development at Capuchino has focused on transitioning our collaborative teams into Professional Learning Communities. This work has been supplemented by other professional development initiatives, but at the heart of our work has been strengthening our PLCs.

The first step to bringing a collective focus to this work was emphasizing the need for teams to align their work to the Common Core and NGSS standards. This work was also coordinated at a district level as teams across the district were asked to submit ‘deliverables’ to highlight how work was being aligned to CCSS. We used this as an opportunity to introduce the staff to Norman Webb’s Depth of Knowledge as a means of increasing rigor in the classroom. This was first presented to the staff in 2013 and has been a consistent focus ever since.

It was in 2013-14 when we really asked teams to make the deliberate transition into becoming Professional Learning Communities. We had teams working on developing SMART goals to drive their work, introduced the Cycle of Inquiry, facilitated teams through student work protocols and began asking teams to [self-evaluate](#) their collaboration.

The Freshman and Sophomore teams had been modeling what PLCs should look like and then the push was to make this more school-wide. The first attempt was via cross-curricular Inquiry Groups, facilitated by TOSAs. Unfortunately this approach didn’t meet our expected outcomes and it created confusion among the staff, making the launching of PLCs more challenging.

In 2014-15, teams were once again created based on course alignment. Teams received [feedback](#) on how to make their SMART goals more student-centered; they were asked to document the work that they did as they went through the Cycle of Inquiry. The priority was to help them always keep student learning outcomes at the forefront of their collaboration.

In addition, that year we invited Eric Twadell to help provide some foundational understandings of how PLCs should operate and made the creation of common formative assessments the priority to guide teams through the Cycle of Inquiry. We began the process of getting teachers trained to use EL Achieve/Constructing Meaning tools to increase students’ use of academic language in the classroom. Increasing academic literacy has been one of the objectives at our site and this training helped create a cohesive approach that was also cross-curricular in its implementation.

Simultaneously, we relied on feedback from teachers throughout the process to gauge when we needed to slow down in this process. For example, we originally planned to have organized walk-throughs for PLCs in 2014-15. However, it was all happening too fast for many on our staff and we actually ended up putting it on hold until 2016-17.

It was also in 2014-15 that we articulated the following purpose statements to the staff about the work we were collectively doing as a school.

- Teachers will increase rigor through IB and Common Core expectations which require students to produce higher depth of knowledge outcomes
- Teachers will infuse academic literacy strategies in order to empower all students in the Common Core classroom

As PLCs were now creating common formative assessments and were asked to keep analyzing those results, it was decided this was an opportune time to make the learning more transparent to students. We first introduced Learning Targets to the staff in the Spring of 2015. Aligning these learning targets to the formative assessments became a means of making the assessments more useful and impactful for both students and for teachers.

## Chapter II – School Program

### Professional Development and Professional Learning Communities (PLCs) at Capuchino, continued

That summer, PLCs were given stipends to compensate for time spent collaboratively creating Learning Targets. Midway through the Fall semester of 2015, the majority of teachers (59%) reported that they were regularly using Learning Targets in their instruction.

In 2015-16, the focus was on making PLCs even more meaningful. Behind the scenes, the leadership team's goal was to help cultivate intentional collaborative work that generates improved student learning results. We were honing our work on developing PLCs that made collective decisions about the direction of their work and consequently of student learning. The hope was that the collective creation of Learning Targets would generate purposeful conversations that would lead to deeper understanding of students' learning needs.

We used the sharing of best practices this year to put a spotlight on what teachers were able to accomplish through meaningful PLC collaboration. Most of the PD that year was led by teachers, showcasing strategies that were working for them and for their PLCs.

Additionally, each department had a PLC go through a structured peer observation based on Tonya Ward Singer's observation-based methods. The results and takeaways from those peer observations were shared with the whole faculty to encourage further collaboration of this kind.

In the Spring of 2016, we introduced the concept of gradating the proficiency levels of a Learning Target. The hope was that this would help PLCs align their definitions of proficiency and consequently help students identify what the learning process looks like as they attempt to reach proficiency. This has been the focus of our work ever since.

#### Recent PLC survey results (Spring 2017)

- 53% of teachers stated that they were used PLC time to plan how to re-teach standards that were not mastered; in the Fall only 23% said that they did this.
- 75% of teachers stated that their assessments were aligned to gradated Learning Targets.
- 88% of teachers said they engaged in a structured Student Work Protocol with their PLCs.
- 78% of teachers said that they spent PLC time sharing instructional strategies to support students in specific populations (Special Ed, ELs, etc.).

**Chapter II – Student Achievement Data**

**Adequate Yearly Progress (AYP)**

**AYP Definition:**

Adequate Yearly Progress (AYP) is a federal mandate derived from the Elementary and Secondary Education Act (ESEA), otherwise known as “No Child Left Behind.” AYP targets are set by the state. A school must meet these targets in each significant student subgroup in order to receive federal funding. A school that does not meet these targets enters Program Improvement (PI). Although the passage of the Every School Succeeds Act (ESSA) means that schools are no longer required to produce AYP, we have data available from Capuchino’s 2015 AYP.

**SMUHSD Status in Program Improvement:**

At the end of the 2010-11 school year, the San Mateo Union High School District (SMUHSD) chose to no longer allocate Title I funding to the school sites. This decision meant that Capuchino’s status as a Program Improvement school was frozen at Year One. SMUHSD, however, will still follow Year One mandates for all district high schools, thus still requiring our school to offer support classes for 9th and 10th grade students below grade level in English and Algebra.

**2015 ADEQUATE YEARLY PROGRESS**

**AYP Determination:**

**Made AYP:** Yes

**Met:** 11 of 11 AYP Criteria

PI Status: Not Title I

**Participation Rate: Targets and Met Criteria**

Content Area	Target	Met
English Language Arts/Literacy (ELA)	95%	Yes
Mathematics	95%	Yes

**Source:** CDE

**Chapter II – Student Achievement Data**

**AYP 2015 Participation Rate: Schoolwide and Student Groups**

<b>Student Groups</b>	<b>ELA Enrollment</b>	<b>ELA Number of Students Tested</b>	<b>ELA Rate</b>	<b>ELA Met 2015 Criteria</b>	<b>Math Enrollment</b>	<b>Math Number of Students Tested</b>	<b>Math Rate</b>	<b>Math Met 2015 Criteria</b>
Schoolwide	268	264	99	Yes	270	257	95	Yes
Black or African American	4	4	100	--	4	4	100	--
American Indian or Alaska Native	0	0	--	--	0	0	--	--
Asian	34	33	98	--	34	32	95	--
Filipino	21	21	100	--	21	20	96	--
Hispanic or Latino	112	110	98	Yes	114	110	96	Yes
Native Hawaiian or Pacific Islander	9	9	100	--	9	9	100	--
White	61	61	100	Yes	61	57	94	Yes
Two or More Races	27	26	97	--	27	25	93	--
Socioeconomically Disadvantaged	91	89	98	Yes	91	87	96	Yes
English Learners	57	57	100	Yes	59	56	95	Yes
Students with Disabilities	26	25	97	--	26	23	89	--

Focusing on AYP testing can make an impact in achieving school goals. By communicating to students, teachers, parents, and the broader school community the increasingly aggressive Federal targets and the importance of proficiency in these standards, our school will move beyond intervention and provide all students with focused preparation and the high academic skills required to succeed in all high school coursework. AYP goals are embedded in the school’s Single Plan for Student Achievement (SPSA).

**Graduation Rate Goal: 90 Percent**

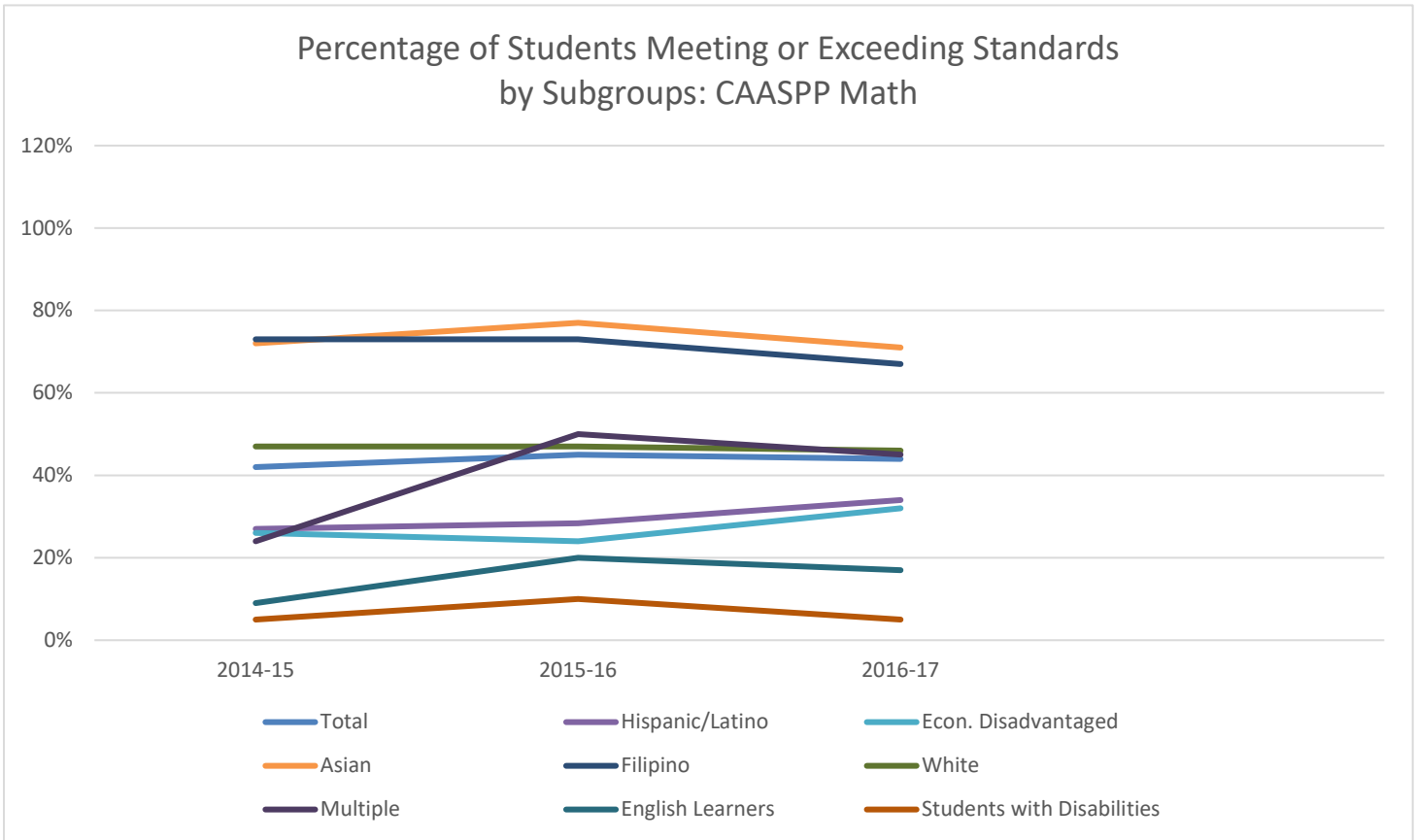
<b>Met Schoolwide Graduation</b>	<b>Met Student Group Graduation Rates</b>	<b>Met Overall Graduation Rate Criteria</b>
Yes	Yes	Yes

**Chapter II – Student Achievement Data****AYP 2013-15: Graduation Rate Results**

<b>Groups</b>	<b>Class of 2013 Graduation Rate</b>	<b>Class of 2014 Graduation Rate</b>	<b>Class of 2015 Graduation Rate</b>
Schoolwide	94	97	93
Black or African American	100	100	67
American Indian or Alaska Native	0	N/A	0
Asian	100	92	100
Filipino	86	100	96
Hispanic or Latino	95	94	87
Native Hawaiian or Pacific Islander	93	100	100
White	93	97	98
Two or More Races	95	89	95
Socioeconomically Disadvantaged	100	90	80
English Learners	65	81	59
Students with Disabilities	81	98	100

Source: CHS School Accountability Report Card (SARC)

**Chapter II – Student Achievement Data**



**Math – Percentage of Standard Met or Exceeded by Subgroups: 2015-17**

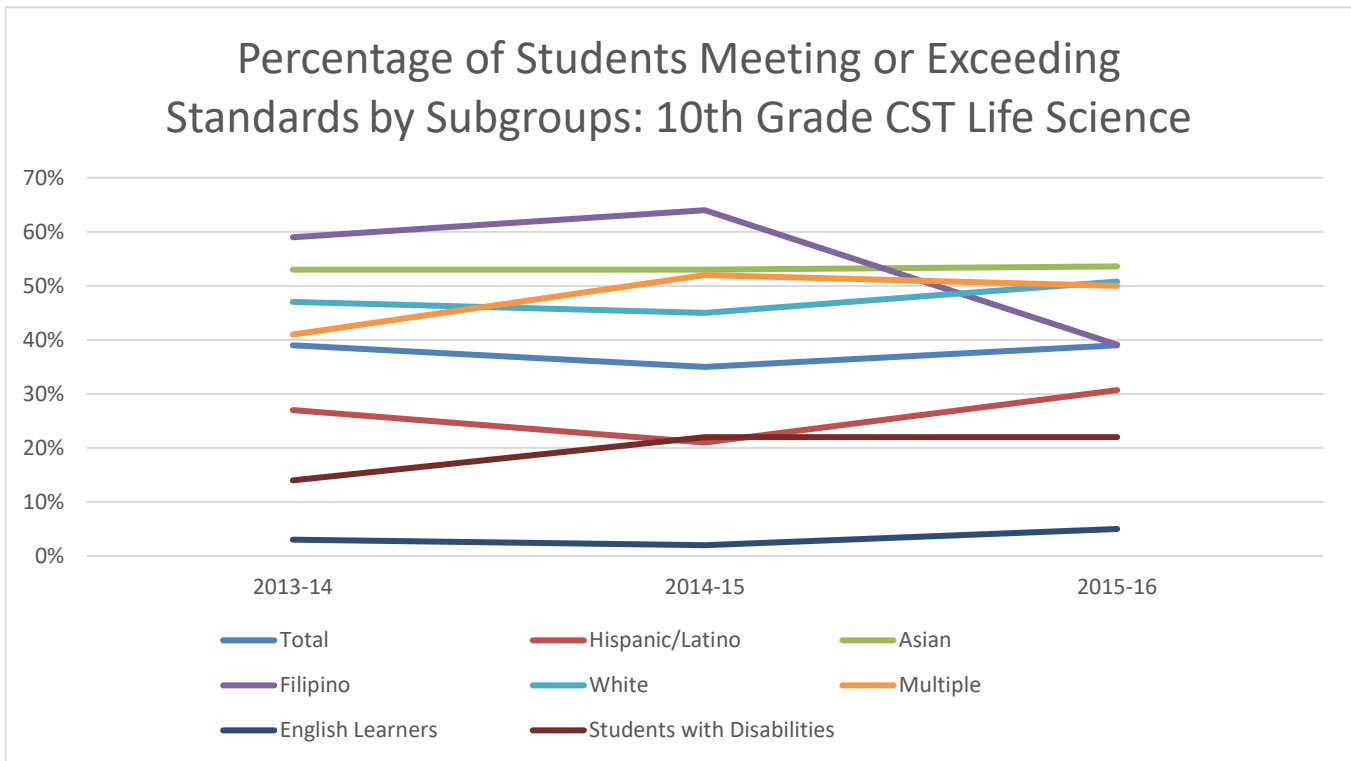
Subgroup	2015	2016	2017*
Schoolwide	42%	45%	44%
Hispanic or Latino	27%	28%	34%
White (Non Hispanic)	47%	47%	46%
Asian	72%	77%	71%
Black/African American	N/A	N/A	0%
Pacific Islander	20%	50%	25%
Multiple Races	24%	50%	45%
English Learners	9%	20%	17%
Economically Disadvantaged	26%	24%	32%
Students with Disabilities	5%	10%	5%

\* 2017 data is preliminary only; finalized data from CDE is not yet available.

- Performance in Math has stayed relatively consistent over the past three years; exceptions to this are within relatively small subgroups, for whom a variance of a few students can significantly impact the percentages.
- The most significant changes for larger subgroups since 2015 are for English Learners, who have increased proficiency from 9 % to 17%, and for economically disadvantaged students, who have increased proficiency from 26% to 32%.

English Learners continue to be a focus group for support and improvement

**Chapter II – Student Achievement Data**



**CST 10<sup>th</sup> Grade Life Science – Percent Met or Exceeded Standard by Subgroups: 2015-17**

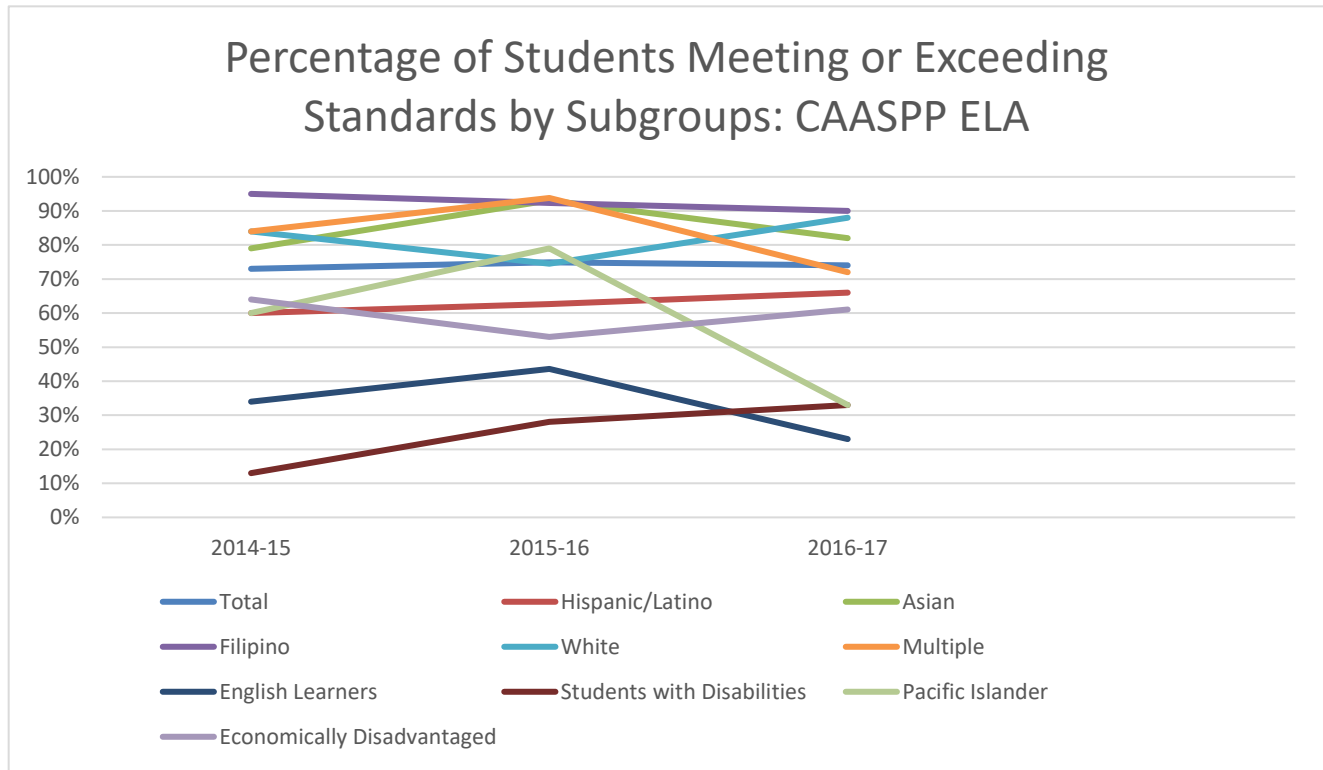
Subgroup	2014	2015	2016
Schoolwide	39%	35%	39%
Hispanic or Latino	27%	21%	31%
White (Non Hispanic)	47%	45%	51%
Asian	53%	53%	54%
Filipino	59%	64%	39%
Pacific Islander	N/A	17%	20%
Multiple Races	41%	52%	50%
English Learners	3%	2%	5%
Students with Disabilities	14%	22%	22%

- Between 2014 and 2016, students meeting or exceeding the standard in Life Science remained fairly stable.
- Latino, Pacific Islanders, English Learners, and students with disabilities did not achieve at levels comparable with their peers on this exam.
- CHS does not offer Biology until 11<sup>th</sup> grade, so students taking this exam are at a considerable disadvantage; the department does not consider this test a significant indicator of science learning and achievement at CHS.
- The test will no longer be offered beginning in 2017-18 due to the pilot test for NGSS.



**Chapter II – Student Achievement Data**

**CAASPP ELA**



**CAASPP ELA – Percent Met or Exceeded Standard by Subgroups: 2015-17**

Subgroup	2015	2016	2017*
Schoolwide	73%	75%	74%
Hispanic or Latino	60%	63%	66%
White (Non Hispanic)	84%	75%	88%
Asian	79%	93%	82%
Black/African American	N/A	N/A	100%
Filipino	95%	92%	90%
Pacific Islander	60%	79%	50%
Multiple Races	84%	94%	72%
English Learners	34%	44%	23%
Economically Disadvantaged	64%	53%	61%
Students with Disabilities	13%	28%	33%

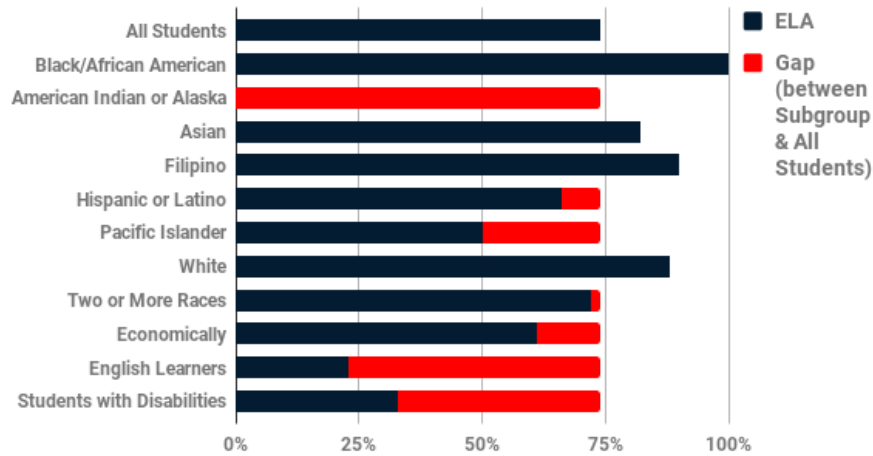
\* 2017 data is preliminary only; finalized data from CDE is not yet available.

- Schoolwide performance in ELA stayed relatively consistent from 2015-2017.
- Hispanic students achieved increased proficiency, from 60% to 66% and students with disabilities increased proficiency from 13% to 33%.
- English Learners’ proficiency in ELA decreased from 34% to 23% during this period.
- SPED students’ significant improvement (+20%) may be due to increased inclusion in mainstream courses.

Chapter II – Student Achievement Data

2017 CAASPP ELA Results and Achievement Gap

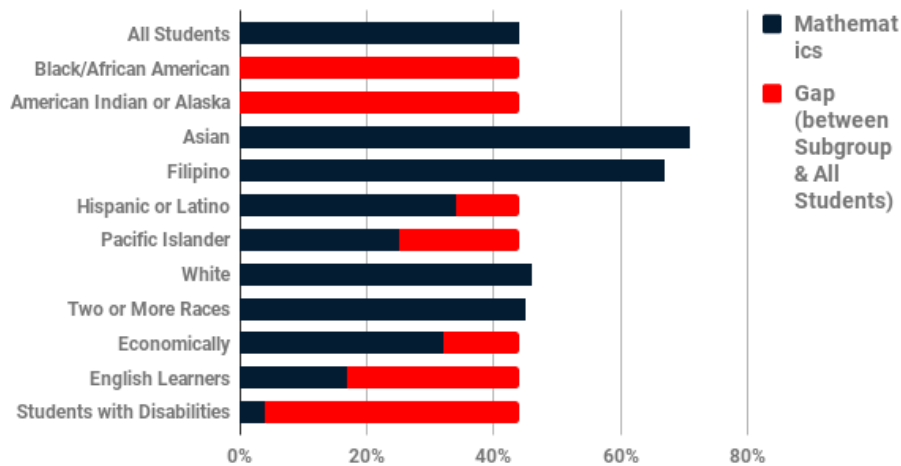
Smarter Balanced Assessment Results



- English Learners and students with disabilities are the largest groups who experience a significant achievement gap in ELA proficiency; small populations of Black and Native American students lead to inconsistent results for these groups.
- Pacific Islanders and economically disadvantaged students perform significantly below the schoolwide average.
- Hispanic students have been closing the gap between their proficiency and that of the schoolwide average.

2017 CAASPP Math Results and Achievement Gap

Smarter Balanced Assessment Results



- Black students and American Indian students represent a very small number of students tested; none of those tested achieved proficiency in Math.
- Pacific Islanders, English Learners, and students with disabilities all performed significantly below the schoolwide average.

Chapter II – Student Achievement Data

**CHS Progress on LCAP Performance Indicators and LCFF Eight State Priorities**

Goal 1 - Equity Report	
The SMUHSD will continue to enhance and improve the social-emotional health of its students by:	
<ul style="list-style-type: none"> <li>• Providing high quality mental health supports</li> <li>• Initiatives and activities intended to lower student stress and improve connectedness</li> <li>• Supporting families with effective communication and engagement activities</li> </ul>	

**G1. Increase enrollment in Advanced Placement/International Baccalaureate courses among 10th, 11th, and 12th Graders**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 3%		41.8% (N = 6,354)	-3.6%	46.7% (N = 775)	48.6% (N = 776)	48.4% (N = 824)	
English Learners in ELD	Increase by 10%		1.9% (N = 161)	23.0%	0.0% (N = 15)	4.5% (N = 22)	12% (N = 25)	
English Learners Not in ELD	Increase by 10%		3.2% (N = 340)	-66.4%	23.7% (N = 93)	25% (N = 92)	16.9% (N = 89)	
Reclassified English Proficient	Increase by 10%		39.6% (N = 1,625)	-5.6%	56.0% (N = 150)	50.0% (N = 158)	56.1% (N = 198)	
Socioeconomically Disadvantaged	Increase by 10%		25.5% (N = 1,079)	-7.4%	39.4% (N = 213)	45.7% (N = 188)	43.7% (N = 167)	
Homeless/Foster Youth	Increase by 10%		8.8% (N = 34)	-40.8%		0.0% (N = 4)	N/A (N = 0)	

- English Learners in ELD have begun to enroll in IB courses.
- While progress has not been made for all subgroups (LTELs in particular), the school has increased its enrollment in IB courses by 1.7%, and remains significantly higher than the district average in all groups.

SMUHSD LCAP Goal 2 School Outcomes - Capuchino High								
The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.								
Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
A. Improve CSU-UC A-G course completion rate among graduating seniors	Increase by 3%		60.8% (N = 1,975)	7.8%		52.8% (N = 254)	57.8% (N = 275)	
B1. Reduce number of 9th Graders earning D/F Grades in English I or Integrated English I	Decrease by 10%		9.5% (N = 2,032)	-1.4%		16.9% (N = 284)	9.7% (N = 269)	20.6% (N = 287)
B2. Reduce number of 9th Graders earning D/F Grades in Algebra I or Integrated Algebra I	Decrease by 10%		14.7% (N = 1,303)	-20.3%		11.4% (N = 167)	15.9% (N = 208)	15.4% (N = 234)
C. Increase number of 10th graders with a GPA above 2.0	Increase by 10%		82.5% (N = 2,205)	3.5%		78.4% (N = 255)	84.3% (N = 255)	81.6% (N = 288)
D1. Increase percent of students scoring 3 or higher on AP exams	Increase by 5%		81.1% (N = 1,998)	-1.2%		42.3% (N = 52)	76.9% (N = 13)	55.6% (N = 27)
D2. Achieve 95% PSAT participation rate among 10th/11th graders	95%		85.5% (N = 4,381)	-2.2%			85.8% (N = 549)	85.0% (N = 594)
E1. Increase percent of students Meeting/Exceeding Standard in CAASPP English Language Arts	Increase by 5%		80% (N = 1,888)	6.7%		73.0% (N = 263)	74.0% (N = 255)	
E2. Increase percent of students Meeting/Exceeding Standard in CAASPP Mathematics	Increase by 5%		57% (N = 1,890)	5.6%		43.0% (N = 273)	44.0% (N = 257)	

- CSU/UC A-G course completion rate has improved substantially.
- 9<sup>th</sup> graders earning D/F grades continues to be a challenge and area of focus for the school.

**Chapter II – Student Achievement Data**

**English Learner Achievement Data**

**English Learner Progress Indicator**

The English Learner Progress Indicator (ELPI) replaces the former Title III Accountability under the Elementary Secondary Education Act (ESEA) which required the production of Annual Measurable Achievement Objectives. While Title III held only Title III funded LEAs accountable, the ELPI holds all LEAs and schools accountable.

The ELPI determines ELs’ progress towards English proficiency through the use of two data sources: (1) the end-of-year CELDT file and (2) reclassification data.

San Mateo Union High School District							
2017-18 LCAP Goal 2F.1 - English Language Performance Indicator							
The District will improve English Learner progress at learning English as measured by the English Learner Progress Indicator (ELPI)* on the California State Dashboard.							
*The State has revised its ELPI methodology for the forthcoming Fall 2017 Dashboard to give additional weight to progress made by LTELs, but this report uses the Spring 2017 Dashboard's ELPI methodology since local LTEL data is only available for the 2016-17 school year.							
All Students							
	Number of Annual CELDT Takers and Reclassified Students** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	824	73.3% (N = 921)	75.5% (N = 932)	72.7% (N = 824)	- 2.8	- 0.6	74.7%
School	CELDT Takers & RFEs	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	66	83.2% (N = 95)	69.5% (N = 82)	78.8% (N = 66)	+ 9.3	- 4.4	80.3%
Burlingame High	55	80.3% (N = 76)	80.0% (N = 85)	76.4% (N = 55)	- 3.6	- 3.9	78.1%
Capuchino High	185	76.8% (N = 246)	79.5% (N = 239)	83.2% (N = 185)	+ 3.7	+ 6.4	84.5%
Hillsdale High	102	72.2% (N = 90)	78.1% (N = 96)	65.7% (N = 102)	- 12.4	- 6.5	68.2%
Mills High	81	82.4% (N = 108)	75.5% (N = 94)	90.1% (N = 81)	+ 14.6	+ 7.7	90.8%
Peninsula Alternative High	49	73.6% (N = 53)	75.4% (N = 57)	65.3% (N = 49)	- 10.1	- 8.3	67.8%
San Mateo High	286	60.5% (N = 253)	71.7% (N = 279)	62.6% (N = 286)	- 9.1	+ 2.1	65.3%

\*\*Number of Annual CELDT Takers and Reclassified Students = Total number of ELs who took the annual CELDT exam during the school year and also have a prior CELDT score plus the students who were Reclassified as English Proficient in the prior school year.

1-Year change = 2016-17 Status - 2015-16 Status  
 2-Year change = 2016-17 Status - 2014-15 Status

- Capuchino’s English Learners have been meeting the State’s ELPI standards at a steadily increasing rate, from 76.8% in 2014-15 to 83.2% last school year.
- The school has consistently outperformed the district average for this metric over the past three years.

Chapter II – Student Achievement Data

English Learner Achievement Data

San Mateo Union High School District  
2017-18 LCAP Goal 2F.3 - Increase Reclassification Rate

Increase the percentage of EL students who are eligible for reclassification, to have "EL Reclassified Fluent" status by 3%.

All Students

	Number of Eligible English Learners** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	198	46.3% (N = 380)	71.8% (N = 312)	69.2% (N = 198)	-2.6	+22.9	72.2%
School	Eligible ELs	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	18	39.5% (N = 38)	74.1% (N = 27)	66.7% (N = 18)	-7.4	+27.2	69.9%
Burlingame High	17	48.2% (N = 56)	82.8% (N = 29)	76.5% (N = 17)	-6.3	+28.3	78.8%
Capuchino High	37	54.9% (N = 113)	84% (N = 75)	70.3% (N = 37)	-13.7	+15.4	73.2%
Hillsdale High	23	44.0% (N = 25)	56.4% (N = 39)	60.9% (N = 23)	+4.5	+16.9	64.7%
Mills High	35	56.5% (N = 46)	75.8% (N = 33)	94.3% (N = 35)	+18.5	+37.8	94.8%
Peninsula Alternative High	12	41.7% (N = 24)	44% (N = 25)	33.3% (N = 12)	-10.7	-8.3	39.8%
San Mateo High	56	32.1% (N = 78)	70.2% (N = 84)	62.5% (N = 56)	-7.7	+30.4	66.2%

\*\*Eligible ELs = Total number of ELs who are not enrolled in ELD courses during the academic year and who received scores at the Early Advanced or Advanced level in at least 3 of the 4 tested domains (Listening, Speaking, Reading, Writing). The fourth tested domain may have a score at the Intermediate level.


1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

- Over two years, the reclassification rate of Capuchino’s EL students has risen 15.4%, far exceeding the district target of +3%.
- The school’s reclassification rate remains slightly higher than the district average.

Chapter II – Student Achievement Data

English Learner Achievement Data



**San Mateo Union High School District**  
 2017-18 LCAP Goal 2F.2 - ELD Course Advancement

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The District will increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3%.

**\*Note:** Due to changes in the ELD course offerings at the start of the 2016-17 school year, no prior year data is available for this metric. Thus, only status is reported.

### English Learners in All ELD Courses

	Number of Students in ELD Courses*	Status 2016-17	2018 Target
<b>District Performance</b>	<b>226</b>	<b>62.8%</b>	<b>65.8%</b>
<b>School</b>	<b>Students in ELD Courses</b>	<b>Status</b>	<b>2018 Target</b>
Capuchino High	50	72.0%	74.3%
Hillsdale High	47	63.8%	66.7%
Mills High	24	75.0%	77.0%
San Mateo High	105	55.2%	58.9%

- Capuchino’s EL students advanced to the next level of ELD at a significantly higher rate than the district average for 2016-17.

Chapter II – Student Achievement Data

**CHS Progress on LCAP Performance Indicators and LCFF Eight State Priorities**

<b>Goal 2 - Equity Report</b>	
The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.	

**A. Improve A-G Completion**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 3%		60.8% (N = 1,975)	7.8%		52.8% (N = 254)	57.8% (N = 275)	
Latinos	Increase by 10%		32.5% (N = 551)	11.9%		37.9% (N = 103)	43% (N = 121)	
English Learners in ELD	Increase by 10%		5% (N = 20)	N/A		0.0% (N = 3)	16.7% (N = 6)	
English Learners Not in ELD	Increase by 10%		2.3% (N = 86)	-67.1%		13.3% (N = 30)	6.5% (N = 21)	
Reclassified English Fluent	Increase by 10%		56.1% (N = 517)	12.7%		57.7% (N = 52)	67.7% (N = 62)	
Socioeconomically Disadvantaged	Increase by 10%		42.2% (N = 306)	26.1%		51.6% (N = 64)	50% (N = 64)	

**B1. Reduce D/F rates in Grade 9 English**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease by 10%		9.5% (N = 2,032)	-1.4%		16.9% (N = 284)	9.7% (N = 269)	20.6% (N = 287)
Latinos	Decrease by 10%		18.2% (N = 586)	-14.9%		18% (N = 150)	13.3% (N = 135)	27.6% (N = 145)
English Learners in ELD	Decrease by 10%		N/A	N/A		N/A (N = 0)	N/A (N = 0)	N/A (N = 0)
English Learners Not in ELD	Decrease by 10%		26.6% (N = 105)	-24.5%		23.9% (N = 67)	12.0% (N = 83)	40.0% (N = 20)
Reclassified English Fluent	Decrease by 10%		10.0% (N = 597)	-22.6%		26.9% (N = 26)	21.4% (N = 28)	19.3% (N = 109)
Socioeconomically Disadvantaged	Decrease by 10%		20.6% (N = 363)	-9.9%		18.8% (N = 69)	20.4% (N = 49)	30.1% (N = 73)

- While 9<sup>th</sup> grade students in these subgroups continue to have unacceptably high rates of D/F grades, A-G completion for the school is improving significantly and meeting the district’s growth targets.
- Challenges at the school’s primary feeder school may be contributing to the 9<sup>th</sup> grade D/F rates.
- The data suggests that students are experiencing significant growth academically through their years at CHS; while they may not be prepared for academic rigor when they enter the school, the school’s support systems eventually help them to rise to the challenge.
- It is generally agreed by the stakeholders who have analyzed this data that 9<sup>th</sup> grade academic performance and A-G completion rates should both factor into our WASC goals and Action Plan.

Chapter II – Student Achievement Data

CHS Progress on LCAP Performance Indicators and LCFF Eight State Priorities

**B2. Reduce D/F rates in Grade 9 Math by 10%**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease by 10%		14.7% (N = 1,303)	-20.3%	11.4% (N = 167)	15.9% (N = 208)	15.4% (N = 234)	
Latinos	Decrease by 10%		21.1% (N = 531)	-13.3%	10.8% (N = 93)	16.8% (N = 119)	19.6% (N = 143)	
English Learners in ELD	Decrease by 10%		10.5% (N = 42)	-72.4%	100.0% (N = 2)	16.7% (N = 6)	N/A (N = 0)	
English Learners Not in ELD	Decrease by 10%		24.5% (N = 80)	-36.7%	12.5% (N = 48)	23.0% (N = 74)	29.2% (N = 24)	
Reclassified English Fluent	Decrease by 10%		16.7% (N = 431)	-22.6%	6.7% (N = 15)	16.2% (N = 37)	13.7% (N = 102)	
Socioeconomically Disadvantaged	Decrease by 10%		22.1% (N = 325)	-20.3%	6.4% (N = 47)	15.3% (N = 59)	20.3% (N = 69)	

**C. Improve 10th grade GPAs above 2.0 by 10%**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 10%		82.5% (N = 2,205)	3.5%	78.4% (N = 255)	84.3% (N = 255)	81.6% (N = 288)	
Latinos	Increase by 10%		68.2% (N = 718)	6.3%	69.1% (N = 110)	77.2% (N = 114)	77.2% (N = 149)	
English Learners in ELD	Increase by 10%		55.9% (N = 68)	-12.0%	12.5% (N = 8)	83.3% (N = 12)	59.3% (N = 27)	
English Learners Not in ELD	Increase by 10%		49.0% (N = 145)	13.5%	57.1% (N = 35)	59.4% (N = 32)	55.6% (N = 36)	
Reclassified English Fluent	Increase by 10%		82.1% (N = 553)	1.1%	86.7% (N = 45)	88% (N = 50)	84.7% (N = 72)	
Socioeconomically Disadvantaged	Increase by 10%		66.8% (N = 388)	3.9%	73% (N = 74)	70.2% (N = 57)	60.7% (N = 61)	

- The data here corresponds with the analysis of the previous page; 9<sup>th</sup> graders continue to struggle, but by the end of 10<sup>th</sup> grade student grades are improving.
- While the school did not meet all growth targets, our students are performing at about average for the district in this metric, and schoolwide results for 10<sup>th</sup> grade GPAs improved by 3.2%
- As mentioned elsewhere, results for the class of 2016-17 may be in part related to challenges at our primary feeder school which have resulted in an overall lack of preparedness for academic rigor in high school.



Chapter II – Student Achievement Data

**CHS Progress on LCAP Performance Indicators and LCFF Eight State Priorities  
CAASPP Performance**

**E1. Increase percent of students Meeting or Exceeding Standard in  
CAASPP ELA by 5%**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 5%		80% (N = 1,888)	6.7%	73.0% (N = 263)	74.0% (N = 255)		
Latinos	Increase by 10%		63% (N = 559)	23.5%	60.0% (N = 109)	63.0% (N = 115)		
English Learners	Increase by 10%		24% (N = 107)	4.3%	34.0% (N = 32)	44.0% (N = 39)		
Reclassified English Fluent	Increase by 10%		76% (N = 479)	4.1%	68.0% (N = 56)	78.0% (N = 49)		
Socioeconomically Disadvantaged	Increase by 10%		57% (N = 222)	5.6%	64.0% (N = 86)	53.0% (N = 38)		

- Latinos, English Learners, and RFEF students improved in this metric from 2014-15 to 2015-16.







**E2. Increase percent of students Meeting or Exceeding Standard in  
CAASPP Math by 5%**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 5%		57% (N = 1,890)	5.6%	43.0% (N = 273)	44.0% (N = 257)		
Latinos	Increase by 10%		29% (N = 563)	26.1%	27.0% (N = 109)	29.0% (N = 116)		
English Learners	Increase by 10%		15% (N = 126)	-6.3%	9.0% (N = 33)	19.0% (N = 41)		
Reclassified English Fluent	Increase by 10%		51% (N = 476)	-1.9%	42.0% (N = 54)	44.0% (N = 50)		
Socioeconomically Disadvantaged	Increase by 10%		31% (N = 220)	10.7%	26.0% (N = 84)	24.0% (N = 37)		

- Overall, CAASPP performance has improved in both ELA and Math for these subgroups, though the school has not yet achieved all of the district’s target outcomes.
- English Learners have made particularly large gains in achievement on this assessment, and now are above average for EL students in the district.

Chapter II – Student Achievement Data

**CHS Progress on LCAP Performance Indicators and LCFF Eight State Priorities**

SMUHSD LCAP Goal 3 School Outcomes - Capuchino High								
The SMUHSD will continue to enhance and improve the social-emotional health of its students by: <ul style="list-style-type: none"> <li>• Providing high quality mental health supports</li> <li>• Initiatives and activities intended to lower student stress and improve connectedness</li> <li>• Supporting families with effective communication and engagement activities</li> </ul>								
Indicator	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
A1. Reduce Suspension Rates by 10%	Reduce by 10%		3.2% (N = 8,703)	4.4%	5.4% (N = 1,176)	3.1% (N = 1,177)	2.2% (N = 1,209)	
A2. Reduce Expulsion Rates by 10%	Reduce by 10%		0.2% (N = 8,703)	11.6%	0.7% (N = 1,176)	0.3% (N = 1,177)	0.4% (N = 1,209)	
B. Increase percent of students who feel a "High" level of school connectedness on the California Healthy Kids Survey	Increase		64.0%	6.0%				
C. Decrease rate of Chronic Absenteeism, defined as students who are absent for more than 10% of days enrolled, among students who are enrolled for at least 30 days	Decrease		8.6% (N = 8,613)	-1.7%	6.6% (N = 1,143)	8.2% (N = 1,152)	12.4% (N = 1,184)	
D. Decrease overall Rate of Absenteeism, defined as average student absence rate, among students who are enrolled for at least 30 days	Decrease		4.0% (N = 8,613)	0.0%	3.6% (N = 1,143)	4.0% (N = 1,152)	4.8% (N = 1,184)	
E. Decrease percent of students reporting alcohol/drug abuse on the California Healthy Kids Survey by 10%	Decrease by 10%		16.9%	-30.0%				
F. Establish a system of monthly meetings with site leadership to review social-emotional student data and intervene or celebrate as appropriate		Baseline set using 2016-17 results						

- Suspension and expulsion rates remain low, and have decreased over the last few years.
- Chronic absentees and overall absenteeism have risen somewhat, and continue to be a challenge for the school.
- Twice weekly Academic Study Time has been implemented to reduce student stress.
- The addition of our Wellness Counselors may be contributing to improvements in suspension and expulsion rates.

Chapter II – Student Achievement Data

CHS Progress on LCAP Performance Indicators and LCFF Eight State Priorities

Goal 3 - Equity Report	
The SMUHSD will continue to enhance and improve the social-emotional health of its students by:	
<ul style="list-style-type: none"> <li>• Providing high quality mental health supports</li> <li>• Initiatives and activities intended to lower student stress and improve connectedness</li> <li>• Supporting families with effective communication and engagement activities</li> </ul>	

A1. Reduce Suspension Rates by 10%

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease by 10%		3.2% (N = 8,703)	4.4%	5.4% (N = 1,176)	3.1% (N = 1,177)	2.2% (N = 1,209)	
Latinos	Decrease by 10%		5.1% (N = 2,714)	-3.4%	6.7% (N = 511)	3.5% (N = 536)	2.7% (N = 582)	
English Learners in ELD	Decrease by 10%		8.2% (N = 244)	-21.8%	9.1% (N = 44)	7.5% (N = 40)	4.1% (N = 49)	
English Learners Not in ELD	Decrease by 10%		8.4% (N = 487)	28.1%	6.4% (N = 173)	3.1% (N = 194)	3% (N = 199)	
Reclassified English Fluent	Decrease by 10%		2.7% (N = 2,264)	36.9%	3% (N = 201)	2.1% (N = 195)	1.9% (N = 261)	
Socioeconomically Disadvantaged	Decrease by 10%		6.5% (N = 1771)	16.6%	3.7% (N = 297)	4.5% (N = 290)	4.1% (N = 320)	

A1. Reduce Expulsion Rates by 10%

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease by 10%		0.2% (N = 8,703)	11.6%	0.7% (N = 1,176)	0.3% (N = 1,177)	0.4% (N = 1,209)	
Latinos	Decrease by 10%		0.3% (N = 2714)	-32.4%	1% (N = 511)	0.6% (N = 536)	0.5% (N = 582)	
English Learners in ELD	Decrease by 10%		0.4% (N = 244)	N/A	0% (N = 44)	0% (N = 40)	0% (N = 49)	
English Learners Not in ELD	Decrease by 10%		0.6% (N = 487)	81.7%	1.2% (N = 173)	1% (N = 194)	0% (N = 199)	
Reclassified English Fluent	Decrease by 10%		0.1% (N = 2264)	73.1%	0.5% (N = 201)	0% (N = 195)	0.4% (N = 261)	
Socioeconomically Disadvantaged	Decrease by 10%		0.3% (N = 1771)	41.4%	0% (N = 297)	0.3% (N = 290)	0.3% (N = 320)	

- Suspension/expulsion rates have declined overall, as have those of most subgroups.
- Socioeconomically disadvantaged students have experienced slightly increased rates of suspensions, but that rate is still lower than the district average.

Chapter II – Student Achievement Data

**CHS Progress on LCAP Performance Indicators and LCFF Eight State Priorities**

<b>Goal 3 - Equity Report</b>	
The SMUHSD will continue to enhance and improve the social-emotional health of its students by:	
<ul style="list-style-type: none"> <li>• Providing high quality mental health supports</li> <li>• Initiatives and activities intended to lower student stress and improve connectedness</li> <li>• Supporting families with effective communication and engagement activities</li> </ul>	

**C. Decrease Rate of Chronic Absenteeism**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease		8.6% (N = 8,613)	-1.7%	6.6% (N = 1,143)	8.2% (N = 1,152)	12.4% (N = 1,184)	
Latinos	Decrease		13.9% (N = 2,676)	9.0%	6.3% (N = 491)	7.3% (N = 536)	14.6% (N = 570)	
English Learners in ELD	Decrease		18.6% (N = 231)	55.4%	2.6% (N = 39)	7.9% (N = 38)	15.6% (N = 45)	
English Learners Not in ELD	Decrease		16.6% (N = 737)	2.4%	6.6% (N = 167)	6.9% (N = 189)	12.1% (N = 198)	
Reclassified English Fluent	Decrease		6.6% (N = 1,984)	-1.3%	3.5% (N = 198)	3.6% (N = 192)	10.1% (N = 257)	
Socioeconomically Disadvantaged	Decrease		14.6% (N = 1,754)	5.1%	4.8% (N = 294)	7.7% (N = 287)	16.2% (N = 309)	

**D. Decrease Overall Rate of Absenteeism**

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Decrease		4.0% (N = 8,613)	0.0%	3.6% (N = 1,143)	4% (N = 1,152)	4.8% (N = 1,184)	
Latinos	Decrease		5.3% (N = 2,676)	1.9%	3.7% (N = 491)	4.4% (N = 536)	5.5% (N = 570)	
English Learners in ELD	Decrease		6.1% (N = 231)	8.9%	3.9% (N = 39)	5.1% (N = 38)	5.4% (N = 45)	
English Learners Not in ELD	Decrease		5.8% (N = 737)	7.4%	3.6% (N = 167)	3.5% (N = 189)	5.1% (N = 198)	
Reclassified English Fluent	Decrease		3.4% (N = 1,984)	0.0%	2.9% (N = 198)	3.2% (N = 192)	4.7% (N = 257)	
Socioeconomically Disadvantaged	Decrease		5.5% (N = 1,754)	5.8%	3.6% (N = 294)	3.9% (N = 287)	5.9% (N = 309)	

- Rates have increased for both chronic absenteeism and overall absenteeism.
- The issues present seem to impact students of all subgroups equally.

**Chapter II – Student Achievement Data**

**Student Services: Academic Support**

Capuchino has a variety of programs available to support students in the development of academic skills. The Freshman Team was piloted in 2009 as a means of providing freshmen with the support they need to transition to high school. Subsequently, the school added a Sophomore Team to build upon the success of the team-teaching model. The Freshman and Sophomore Teams provide teachers with common students and a common prep period, so that they may meet and discuss student interventions and classroom instructional strategies. In addition, AVID classes are available as electives to students at all grade levels. Guided Studies, Directed Studies, and a variety of support and sheltered classes are available to students who need additional academic support. Many courses are now co-taught so that students with special learning needs benefit from an Inclusion Specialist in the classroom. Many students also benefit from after-school support by accessing our thriving After-School Enrichment and peer tutoring programs. In addition, all students benefit from the implementation of embedded Academic Study Time (AST), which in 2017-18 has been increased from once to twice per week.

Number and Percentage of Students with Fs by Grade									
	Grade 9		Grade 10		Grade 11		Grade 12		Total
	Number of students w/ Fs	% of class	Number of students w/ Fs	% of class	Number of students w/ Fs	% of class	Number of students w/ Fs	% of class	
<b>Fall 2014</b>	91	29%	68	24%	78	28%	73	29%	310/1135 = 27%
<b>Fall 2015</b>	49	17%	74	24%	62	23%	45	17%	230/1146 = 20 %
<b>Fall 2016</b>	63	19%	44	16%	50	17%	32	12%	189/1183 = 16%

- The overall percentage for students with Fs has dropped from 27% of students with failing grades in classes in 2014 to 16% in 2016.
- The percentage of freshmen with failing grades has dropped dramatically, possibly owing to the work of Freshman Team.
- Due to the submission deadline of this report, data for Fall 2017 is not available here.
- The number of total failed courses at Capuchino is the foundation for our Critical Learner Need in the area of Academic Success.

Chapter II – Perceptual Data

**California Healthy Kids Survey Results (2016-17)**

**Table A4.2**  
*Truancy, Past 12 Months*

	Grade 9 %	Grade 11 %
0 times	82	58
1-2 times	9	22
A few times	7	14
Once a month	0	2
Once a week	1	2
More than once a week	1	2

*Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?*  
*Note: Cells are empty if there are less than 25 respondents.*

- Self-reported truancy rates increase dramatically between 9<sup>th</sup> and 11<sup>th</sup> grades.

**Table A4.4**  
*School Developmental Supports, Connectedness, and Academic Motivation*

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
<b><i>School Environment</i></b>						
Total School Supports	37	51	12	29	54	17
Caring Adults in School	33	59	9	35	54	11
High Expectations-Adults in School	51	45	4	43	52	5
Meaningful Participation-Adults in School	19	46	34	15	51	34
<b><i>School Connectedness</i></b>	66	29	5	59	33	7
<b><i>Academic Motivation</i></b>	44	37	18	33	47	19

*Note: Cells are empty if there are less than 25 respondents.*

- A large majority of students report high or medium amount of total school supports, expectations, relationships with adults at the school, school connectedness, and academic motivation.
- Between 9<sup>th</sup> and 11<sup>th</sup> grade, about 10% of students slip from “high” to “medium” levels of academic motivation.

## Chapter II – Perceptual Data

## California Healthy Kids Survey Results (2016-17)

**Table A2.1**  
*Key Indicators of School Climate and Student Well-Being*

	Grade 9 %	Grade 11 %	Table
<b>School Engagement and Supports</b>			
School connectedness (high)	66	59	A4.4
Academic motivation (high)	44	33	A4.4
Truant more than a few times <sup>†</sup>	2	6	A4.2
Caring adult relationships (high)	33	35	A4.4
High expectations (high)	51	43	A4.4
Meaningful participation (high)	19	15	A4.4
<b>School Safety and Substance Use</b>			
School perceived as very safe or safe	77	73	A5.1
Experienced any harassment or bullying <sup>†</sup>	31	40	A5.4
Had mean rumors or lies spread about you <sup>†</sup>	30	35	A5.2
Been afraid of being beaten up <sup>†</sup>	8	8	A5.3
Been in a physical fight <sup>†</sup>	7	7	A5.3
Seen a weapon on campus <sup>†</sup>	11	11	A5.6
Been drunk or “high” on drugs at school, ever	3	13	A6.9
<b>Mental and Physical Health</b>			
Current alcohol or drug use <sup>‡</sup>	13	29	A6.4
Current binge drinking <sup>‡</sup>	3	10	A6.5
Very drunk or “high” 7 or more times	4	17	A6.6
Current cigarette smoking <sup>‡</sup>	2	5	A7.3
Experienced chronic sadness/hopelessness <sup>†</sup>	26	31	A8.3
Considered suicide <sup>†</sup>	14	12	A8.4

Notes: Cells are empty if there are less than 25 respondents.

<sup>†</sup>Past 12 months; <sup>‡</sup>Past 30 days.

- Roughly half of students report high school connectedness and high expectations from adults at the school.
- Roughly ¾ of students perceive the school as safe or very safe.
- 29% of 11<sup>th</sup> graders report current alcohol or drug use.
- 31% of 11<sup>th</sup> graders report experiencing chronic sadness/hopelessness.
- Roughly one out of eight 11<sup>th</sup> graders report considering suicide in the past 12 months.

## Chapter II – Perceptual Data

### Healthy Kids Survey Student results -- Comparison between 2013-14 and 2016-17 Results

#### Sample Sizes:

2013-2014 CHS	2016-2017 CHS	2016-17 SMUHSD
9th Grade: 235 (84% of 9th graders)	9th Grade: 268 (94% of 9th graders)	9th Grade: 1980 (93% of 9th graders)
11th Grade: 161 (60% of 11th graders)	11th Grade: 245 (92% of 11th graders)	11th Grade: 1738 (87% of 11th graders)

#### Quick Summary

- Feelings of school connectedness increased in both 9th and 11th grades between 2013-14 and 2016-17.
- Feelings of belongingness and having an adult who listens remained about the same for both grade levels.
- Perceptions of the school as very safe or safe environment increased in 9th grade and decreased slightly in 11th grade.
- Experiencing any harassment or bullying decreased 19% for 9th graders and increased 8% for 11th graders; more work around cyberbullying may help to alleviate this problem.
- Alcohol use in past 12 months decreased for both grade levels.
- Experiences of chronic sadness or hopelessness decreased for 9th graders and increased for 11th graders.
- Suicide ideation increased slightly for 9th graders and remained about the same for 11th graders.

#### Trends between 2013-2014 and 2016-2017

##### School Connectedness

**Feelings of Happiness:** Increased for 9th and 11th grade.

**Feelings of Belongingness:** Increased for 9th and 11th grade.

**Feelings of Safety:** Increased for 9th and 11th grade.

**Feelings of Having an Adult Who Listens:** Increased for 9th grade, but decreased for 11th grade.

**Comparison with the District:** The percentage of students who feel connected to CHS is slightly lower than the district average for both grade levels. The students' **academic motivation is slightly higher (+1%) than the district average for both grade levels.** The percentage of students who feel they have a relationship with a caring adult is lower than the district average for both grade levels. The percentage of students who perceive their school as safe is lower than the district average for both grade levels. It is generally agreed that development of school culture should be a component of our WASC goals and Action Plan.



**Chapter II – College Readiness**

**CSU/UC A-G Eligibility**

The transition from middle to high school is cited by researchers as one of the most critical transitions a student makes. Confronted with more classes, increased homework, and higher expectations, students may struggle with performing at a level that allows them to pass their courses and earn credit towards graduation.

SMUHSD tracks A-G course completion for CSU/UC eligibility as a metric of student success. In 2010, the metric was changed to only include students who pass the classes in the Academic Core with a C or better, since students must pass their classes with a C or better to be considered UC eligible.

<b>Students Passing with Grade "C" or Above</b>									
	12 <sup>th</sup> grade graduates	A-G Eligible #	A-G Eligible %	# SPED	# SPED A-G Eligible	% SPED A-G Eligible	# EL	# EL A-G Eligible	% EL A-G Eligible
<b>Class of 2015</b>	245	134	55%	10	2	20%	16	2	12.5%
<b>Class of 2016</b>	257	159	62%	20	3	15%	23	3	13%
<b>Class of 2017</b>	258	150	58%	31	4	13%	15	2	13.3%

- The percentage of graduating seniors who are A-G eligible has increased slightly (3%) since 2014-15.
- The percentage of EL graduates who are A-G eligible has stayed relatively static, though there was a slight increase from year to year.
- The percentage of Special Education graduates who are A-G eligible decreased by 7%, though the total number of students is quite small, lending to greater statistical variance.

**Count of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Retention)**

	Class of	2009	2010	2011	2012	2013	2014
<b>Total in the Class</b>		202	216	234	237	243	278
<b>Enrolled Anywhere 1st Year</b>		158	166	193	200	187	238
<b>Enrolled Anywhere 2nd Year</b>		146	157	181	185	168	226
<b>In Public 1st Year</b>		147	156	180	182	176	196
<b>Enrolled Anywhere 2nd Year</b>		137	147	168	168	157	185
<b>In Private 1st Year</b>		11	10	13	18	11	42
<b>Enrolled Anywhere 2nd Year</b>		9	10	13	17	11	41
<b>In 4-Year 1st Year</b>		55	58	78	84	77	138
<b>Enrolled Anywhere 2nd Year</b>		54	58	78	81	76	134
<b>In 2-Year 1st Year</b>		103	108	115	116	110	100
<b>Enrolled Anywhere 2nd Year</b>		92	99	103	104	92	92
<b>In-State 1st Year</b>		149	162	180	187	171	189
<b>Enrolled Anywhere 2nd Year</b>		138	153	168	173	153	179
<b>Out-of-State 1st Year</b>		9	4	13	13	16	49
<b>Enrolled Anywhere 2nd Year</b>		8	4	13	12	15	47

- Consistently more than 90% of CHS graduates who attend college immediately after high school persist into the second year of college.

## Chapter II – College Readiness

### Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes\* by Number of Students

Name	Rank	Level	Type	Total
College of San Mateo	1	2-year	Public	338
Skyline College	2	2-year	Public	325
San Francisco State University	3	4-year	Public	96
San Jose State University	4	4-year	Public	52
City College of San Francisco	5	2-year	Public	41
Canada College	6	2-year	Public	33
University of California-Davis	7	4-year	Public	31
California Polytechnic State University	8	4-year	Public	30
California State University-Sacramento	9	4-year	Public	30
University of California-Berkeley	10	4-year	Public	27
University of California-Santa Cruz	11	4-year	Public	24
University of California-Los Angeles	12	4-year	Public	22
University of California-San Diego	13	4-year	Public	19
Sonoma State University	14	4-year	Public	18
California State University-Chico	15	4-year	Public	17
University of San Francisco	16	4-year	Private	15
University of California-Irvine	17	4-year	Public	14
California State University-East Bay	18	4-year	Public	13
Foothill College	19	2-year	Public	12
University of California-Santa Barbara	20	4-year	Public	12
California State Polytechnic	21	4-year	Public	10
University of California-Riverside	22	4-year	Public	10
San Diego State University	23	4-year	Public	9
Dominican University of California	24	4-year	Private	7
University of California-Merced	25	4-year	Public	7
			<b>Total</b>	1,212

\* Data from 2014-2016 graduating classes

- Over half of all college-enrolled CHS graduates attend either the College of San Mateo or Skyline College immediately after graduation.
- Over these three years, 38.2% of CHS graduates who attended a college or university immediately after graduation were enrolled in a four-year institution.

## Chapter II – College Readiness

### College Readiness Tests

Capuchino High School uses SAT scores as one of several indicators of college readiness. The SAT scores follow a trend similar to the IB scores; as the school has advocated for college and career readiness for all, participation on the SAT has increased. One obstacle Capuchino students face in taking the SAT is the incongruence between SAT and IB assessment formats. The IB assessments do not rely on the multiple-choice format, so our students are given a limited amount of exposure to tests similar to the SAT. In 2011 Capuchino purchased Naviance, which offers students a free SAT test prep component to help boost SAT scores. SAT preparation sessions are conducted on a voluntary basis for students during AST.

Mean SAT Scores 2013-2017									
Year	Critical Reading			Math			Writing		
	CHS	State	Nation	CHS	State	Nation	CHS	State	Nation
2013-14	508	492	491	514	502	501	503	489	478
2014-15	495	489	489	508	500	498	487	484	475
2015-16	496	491	494	507	500	508	489	485	482
2016-17	544*	535*	533*	544	530	527	N/A	N/A	N/A

\* Beginning with the 2016-17 school year, the SAT combined the Critical Reading and Writing sections into one section called English Reading and Writing.

- CHS students consistently perform at slightly above average for the state and nation on all sections of the SAT.
- Average scores have increased modestly from 2013-14 to 2016-17.

### Early Assessment Program Results

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study.

Early Assessment Scores as Percent of Students Prepared for College				
Year	% prepared for college-level Math	% conditionally prepared for college-level Math	% prepared for college-level English	% conditionally prepared for college-level English
2015	19%	23%	34%	36%
2016	18%	26%	36%	38%
2017	19%	24%	36%	37%

- Scores on these assessments have improved only slightly since 2015.

Chapter II – College Readiness

ACT Scores and Benchmarks

Capuchino staff also use the results of the ACT as an additional indicator of college readiness. Similar to the SAT, the ACT is a multiple-choice test, but in many ways the ACT is considered a more reliable indicator than the SAT of how Capuchino’s curriculum prepares students for college. This is because the ACT assesses more content covered in the curriculum, as opposed to the more general skills-based assessment provided by the SAT.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

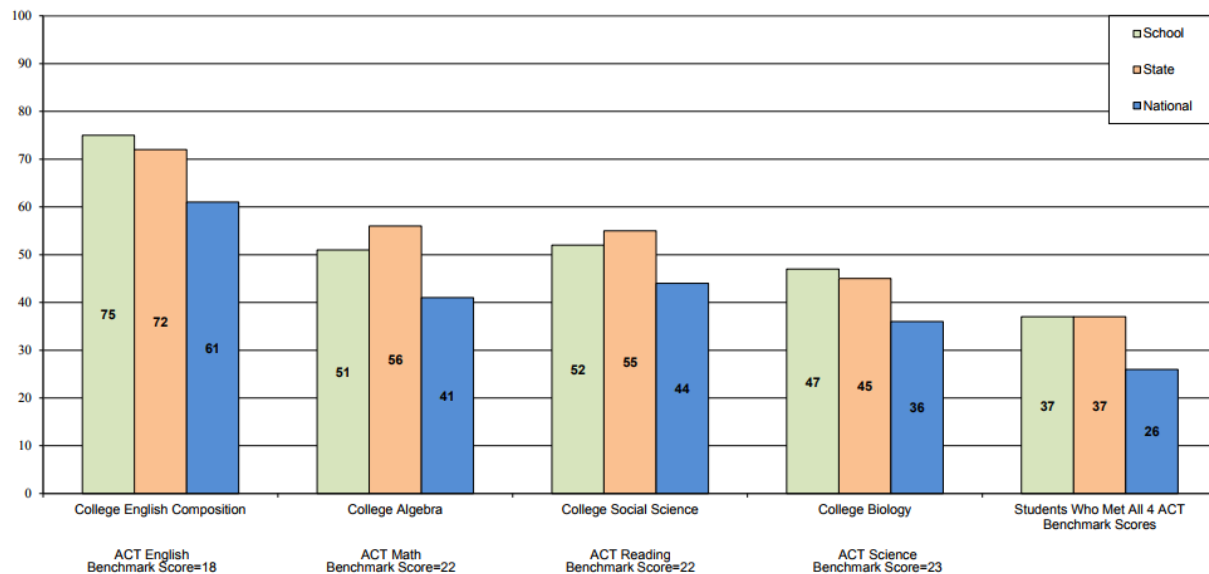
Year	Number of Students Tested		Percent Who Met Benchmarks									
	School	State	English		Mathematics		Reading		Science		Met All Four	
			School	State	School	State	School	State	School	State	School	State
2012	73	103,024	68	72	47	58	55	58	15	35	15	31
2013	75	107,243	77	72	60	58	48	51	43	41	31	33
2014	97	113,732	76	71	60	57	46	51	34	43	26	34
2015	83	121,815	84	72	63	56	51	54	42	46	33	37
2016	87	127,225	75	72	51	56	52	55	47	45	37	37

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
			School	State	School	State	School	State	School	State	School	State
2012	73	103,024	20.1	21.6	20.9	22.8	20.8	22.1	19.9	21.5	20.5	22.1
2013	75	107,243	21.5	21.6	22.7	22.8	22.3	22.3	21.7	21.5	22.2	22.2
2014	97	113,732	21.9	21.8	22.3	22.8	21.9	22.3	21.1	21.7	21.9	22.3
2015	83	121,815	22.4	22.1	23.0	22.7	22.0	22.6	21.7	22.0	22.4	22.5
2016	87	127,225	21.7	22.1	22.5	22.7	22.6	22.9	22.6	22.1	22.5	22.6

- In comparison to 2012, more students are taking the test each year and scores have improved in all sections of the test.
- The rate of students meeting all four benchmarks has more than doubled (15% to 37%) since 2012.

Percentage of Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

- Students at CHS are exceeding both the state and national averages for ACT benchmarks in three out of the four categories measured.
- CHS students score above the national average but below the state average for College Algebra.

## Chapter II – College Readiness

## College of San Mateo: Math Placement Test Results for CHS Graduates

The College of San Mateo is the most attended institution of higher learning for CHS graduates immediately after high school. CSM provides us with placement test data in Math and English for our graduating seniors who matriculate to the college. These tests determine the students' readiness for college-level academic courses, making this a useful data point for assessing our students' academic achievement. In the table below, *transfer level* indicates that a student was ready upon entry to the college to take college-level courses in the applicable subject.

HS Grad Year	Capuchino High		
	Math Placement Level	Count	Pct
2012	Transfer level	18	24.3
	1 level below: AA/AS degree applicable	16	21.6
	2 levels below: Basic skills algebra	18	24.3
	3 levels below: Basic skills arithmetic	22	29.7
	Total	74	100.0
2013	Transfer level	24	35.8
	1 level below: AA/AS degree applicable	13	19.4
	2 levels below: Basic skills algebra	19	28.4
	3 levels below: Basic skills arithmetic	11	16.4
	Total	67	100.0
2014	Transfer level	34	51.5
	1 level below: AA/AS degree applicable	14	21.2
	2 levels below: Basic skills algebra	8	12.1
	3 levels below: Basic skills arithmetic	10	15.2
	Total	66	100.0
2015	Transfer level	21	36.8
	1 level below: AA/AS degree applicable	11	19.3
	2 levels below: Basic skills algebra	11	19.3
	3 levels below: Basic skills arithmetic	14	24.6
	Total	57	100.0
2016*	Transfer level	19	40.4
	1 level below: AA/AS degree applicable	10	21.3
	2 levels below: Basic skills algebra	11	23.4
	3 levels below: Basic skills arithmetic	7	14.9
	Total	47	100.0
2017	Transfer level	11	40.7
	1 level below: AA/AS degree applicable	2	7.4
	2 levels below: Basic skills algebra	8	29.6
	3 levels below: Basic skills arithmetic	6	22.2
	Total	27	100.0

- Between 2012 and 2017, students who scored at the transfer level increased from 24.3% to 40.7% in Math.
- Students scoring at the lowest level decreased from 29.7% to 22.2% in the same time period.

## Chapter II – College Readiness

## College of San Mateo: English Placement Test Results for CHS Graduates

HS Grad Year	Capuchino High		
	English Placement Level	Count	Pct
2012	Transfer level	22	30.6
	1 level below: AA/AS degree applicable	40	55.6
	2 levels below: Basic skill	5	6.9
	See Counselor/Undetermined	5	6.9
	Total	72	100.0
2013	Transfer level	20	30.8
	1 level below: AA/AS degree applicable	39	60.0
	2 levels below: Basic skill	4	6.2
	See Counselor/Undetermined	2	3.1
	Total	65	100.0
2014	Transfer level	24	36.4
	1 level below: AA/AS degree applicable	37	56.1
	2 levels below: Basic skill	5	7.6
	See Counselor/Undetermined	0	0.0
	Total	66	100.0
2015	Transfer level	27	50.9
	1 level below: AA/AS degree applicable	19	35.8
	2 levels below: Basic skill	1	1.9
	See Counselor/Undetermined	6	11.3
	Total	53	100.0
2016	Transfer level	28	75.7
	1 level below: AA/AS degree applicable	8	21.6
	2 levels below: Basic skill	1	2.7
	See Counselor/Undetermined	0	0.0
	Total	37	100.0
2017	Transfer level	25	86.2
	1 level below: AA/AS degree applicable	3	10.3
	2 levels below: Basic skill	1	3.4
	See Counselor/Undetermined	0	0.0
	Total	29	100.0

- Between 2012 and 2017, the percentage of students achieving the transfer level in English rose dramatically, from 30.6% to 86.2%.
- Students scoring at the lowest level in the same time period dropped by half: 6.9% in 2012, compared to 3.4% in 2017.
- It is worth noting that in 2016, CSM introduced high school transcript-based placement; this coincided with improved results that year. However, CHS students had been making regular and substantial gains in the years prior to this change in placement procedures.

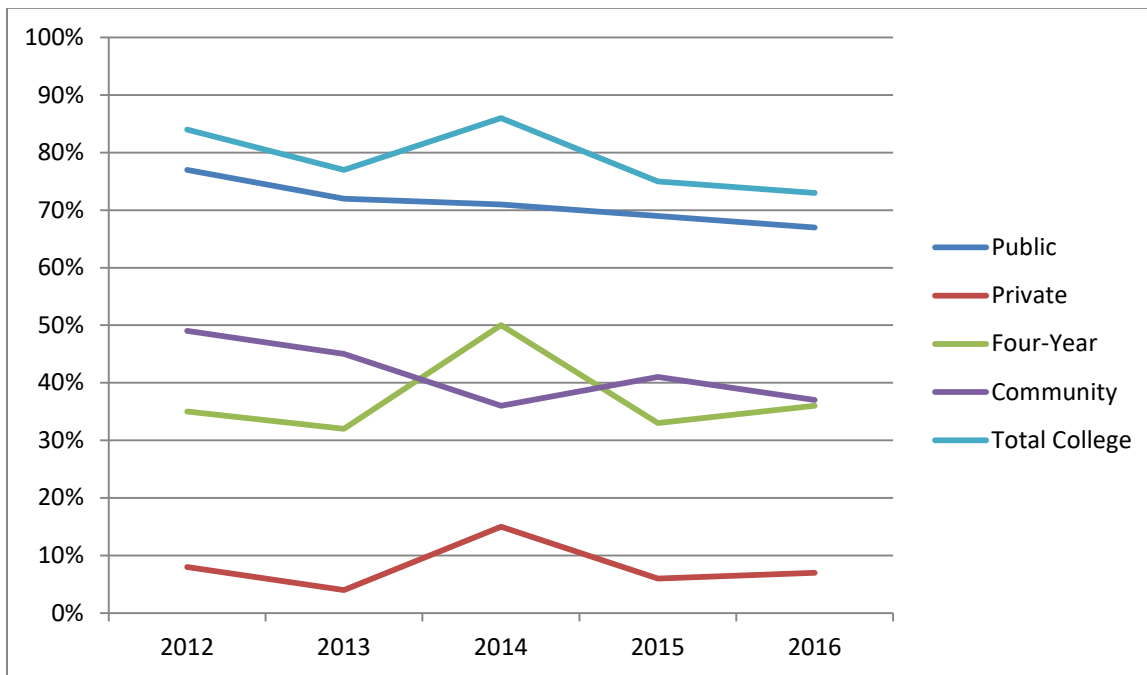
Chapter II – College Readiness

Post-Secondary Attendance and Continuation Rates

Students Enrolled in College the Year Immediately Following HS Graduation											
Year	Total in Class	Public College or University		Private or Out of State College		Total Four Year College		Community College		Total College	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2012	237	182	77%	18	8%	84	35%	116	49%	200	84%
2013	243	176	72%	11	4%	77	32%	110	45%	187	77%
2014	278	196	71%	42	15%	138	50%	100	36%	238	86%
2015	246	169	69%	15	6%	82	33%	102	41%	184	75%
2016	278	185	67%	19	7%	100	36%	104	37%	204	73%

- 70% of graduating seniors enroll at an institution of higher learning after high school immediately after graduating from CHS.
- The percentage of students enrolling in community college has declined since 2012; the percentage of students enrolling in four year colleges remains about the same as it was in 2012.

Percent of Students Enrolled at Any Time during the First Year After High School by Institutional Type



## Chapter II: Identified Student Learning Needs– Overall Summary and Analysis

Capuchino High School regularly examines a large variety of data in order to monitor progress towards both the school goal and the goals laid out in the Single Plan for Student Achievement (SPSA). A cross-section of administrators, faculty, staff, parents, and students looked at data sets from state- and site-generated sources in order to determine students' progress toward state, district, and school goals. CAASPP data, graduation rates, district metrics, and disaggregated student grade data are examined annually to make decisions regarding programs, curriculum, and staffing.

In order to determine the school's areas of strength and need, all staff members were presented with the data and findings from this chapter and invited to provide their analysis and feedback. In addition, all stakeholders were invited to attend School Site Council meetings. In those meetings, groups of parents, teachers, administrators and students analyzed data around three categories: state accountability, college readiness, and academic core/grade data. Qualitative data from student input (via survey and focus group sessions) was incorporated into the process. As a result, the following areas of strength and need were identified:

### Areas of Strength

#### 1. Students' access to the curriculum is increasingly equitable at CHS.

- The increase in English Learner participation in IB courses is accompanied by increases across all subgroups.
- Outreach to students to participate in IB courses has helped to create a culture of academic rigor, as reflected in students' responses to questions about the school's academic expectations.

#### 2. CHS is improving outcomes for students in terms of academic success in high school.

- The graduation rate is increasing and has outperformed district targets for this metric.
- CSU-UC A-G course completion rates have risen and outperformed district targets.
- The overall dropout rate is low and has improved over time.

#### 3. Capuchino High School responds to shifting student needs by providing appropriate and culturally sensitive support.

- Hiring of two full-time Wellness Counselors to support students' social-emotional well-being.
- Development of a multi-tiered system of support (MTSS) to address students' social, emotional, and academic success.
- Successful implementation of twice weekly Academic Support Time and academic interventions.
- Continuation and successes of Peer Tutoring and After School Enrichment programs.

#### 4. Capuchino High School is improving outcomes for its English Learners.

- Increased percentage of English Learners participating in IB courses.
- Increased percentage of English Learners making adequate yearly progress in language acquisition, students being reclassified as fluent, and students advancing through ELD classes/levels.



## Chapter II: Identified Student Learning Needs– Overall Summary and Analysis

### Identified Critical Student Learning Needs

While Capuchino High School has many areas of strength, the high school has areas that require attention in order to ensure that all students have the chance to succeed at the highest levels. To determine our Critical Learning Needs (CLNs), the School Site Council, comprised of parents, students, teachers, administrators, and classified staff, examined pertinent data in the School Community Profile. Over the course of several meetings, the School Site Council discussed the indicators of the data in terms of student achievement and student needs. Similarly, the whole staff was presented with the findings of this chapter and asked to discuss its implications to determine our CLNs. The findings of the discussion are below.

#### Critical Learner Needs (CLNs):

##### 1. Literacy across the Curriculum

(E-Skills: Critical Thinking, Reading, Writing, Self-management)

- Increase English proficiency rate for newcomer students.
- Improve performance in English I for Reclassified Fluent English Proficient students and English Learners not in ELD.
- Continue to train staff and develop EL Achieve/Constructing Meaning instructional practices and develop use of academic language in all disciplines.

##### 2. Academic Success

(E-skills: Critical Thinking, Reading, Writing, Self-management)

- Decrease D/F rates for all subgroups, 9th graders overall, and with particular focus on English Learners and Long-Term English Learners.
- Decrease overall absenteeism and chronic absenteeism.
- Improve performance on ELA/Math CAASPP exam, with an emphasis on English Learners and Latino students.
- Ensure there exists appropriate support for Special Education students in mainstream courses.

##### 3. College and Career Matriculation

(E-skills: Self-management, College and Career Knowledge, and Citizenship)

- Increase the percentage of students who attend an institution of higher learning in the year immediately following high school.
- Increase the percentage of students matriculating to four-year colleges or universities.

##### 4. Student Wellness

(E-skills: Critical Thinking, Self-management, and Citizenship)

- Continue to develop and implement wellness programs that will benefit targeted subgroups, such as Latino students, English Learners, and socio-economically disadvantaged students.
- Continue to build an ongoing and effective school-wide system of socio-emotional supports.
- Implement Positive Behavior Interventions and Supports (PBIS) as schoolwide practice.

## Chapter II: Identified Student Learning Needs– Overall Summary and Analysis

### Schoolwide Learner Outcomes (SLOs) Essential Skills (E-Skills)

The Capuchino Essential Skills, or E-Skills, were born out of a School Leadership Team retreat in the summer of 2010. The group, comprised of administrators, department chairs, and teacher leaders, examined the work of David Connelly, PhD, to identify the skills a high school graduate needs in order to be college and career ready. The group reviewed the 2006 ESLRs along with current research. The E-Skills were then presented to the faculty at the start of 2010 and adopted as the school's revised ESLRs (now SLOs).

- 1. Reading**
  - Reading Comprehension
  - Vocabulary
  - Word Analysis
  - Strategic Reading that allows students to read non-fiction and technical texts
  - Summarize and Interpret Texts
- 2. Writing**
  - Expository (identify and defend author's purpose)
  - Descriptive (elaborate use of sensory detail)
  - Persuasive (argument based)
  - Research-based reports
  - Editing and Revision
- 3. Critical Thinking**
  - Intellectual Openness
  - Inquisitiveness
  - Analysis
  - Reasoning
  - Argumentation
  - Interpretation
  - Problem Solving
- 4. Self-Management**
  - Meta-Cognition
  - Reflection
  - Persistence
  - Evaluation
  - Organization
  - Study Skills
- 5. College and Career Knowledge**
  - Understand Norms of Academic and Professional Cultures
  - College and Career Knowledge (requirements and procedures for applying)
- 6. Citizenship**
  - Integrity
  - Global and Community-Minded
  - Interpersonal Skills
  - Etiquette
  - Personal/Professional Presentation

# Chapter III: Focus Group Findings

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## Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators with Prompts

##### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>Capuchino’s E-SKILLS and IB philosophy have acted as the school’s mission for many years. The E-Skills were developed by a committee of teachers and Administrators in 2010, and posters of these skills were placed in classrooms throughout the school. Recently, however, new hires have not been trained on the E-skills, their purpose, or use. Many teachers have discussed the need to update the E-skills.</p> <p>In recent years, more emphasis has been placed on the school’s mission statement: “All students will graduate with the knowledge and the skills necessary to be prepared for college and career.” This mission statement is located in prominent places throughout the school so students can be reminded of it often. Another common motto for the students is “Bring your best, expect success”. Most students know the school goal as one of these two phrases. These mission statements demonstrate the school’s overall belief that students can learn and be college/career ready.</p> <p>The previous WASC self-study report, the WASC Mid-Cycle report, the LCAP and the SPSA have all had an impact on the development of the school’s mission statements. These documents were used widely by various stakeholders throughout the WASC self-study process to create the self-study report and to inform decisions in the Action Plan.</p> <p>Staff and faculty regularly participate in professional development. The work of Eric Twadell, PhD, has been particularly important as Learning Targets have become a focal point of the school. These learning targets are aligned with research based expectations of what a student needs to know in order to be prepared for college and career. The majority of teachers at Capuchino are using learning targets to some extent, e.g.,-positing LTs daily, reviewing LTs throughout units, etc.</p> <p>Finally, the District believes that the LCAP guides its mission of providing an excellent education for all students. According to the District, “[this] document helps to guide our mission of providing an excellent education for a better future. It is one of our key “roadmaps.” It serves to keep each and every one of the District team members focused on why we exist – to ensure that every student – no matter where they are from, what language they speak, their level of abilities, how much resources they have or even if they have a home – are treated with dignity and respect, and that each student receives equal treatment and an equal chance at receiving an excellent education for an opportunity to live a bright future.”</p>	<ul style="list-style-type: none"> <li>● E-Skills</li> <li>● Vision Statement Banners located at the entrance to the Administration building and other areas. Mission, vision, and goals stated on School website.</li> <li>● WASC Mid-Cycle Report</li> <li>● LCAP</li> <li>● SPSA</li> <li>● Eric Twadell’s PD presentations</li> <li>● Learning Targets in classroom practice</li> <li>● SMUHSD WASC Input</li> </ul>

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Capuchino has a wide variety of stakeholders, all of whom are able to participate in the decision-making processes of the school.</p> <p>The School Site Council engages representatives from all stakeholders in monthly meetings. Parents are recruited from the LPO and PTO to ensure appropriate representation for parent groups, and students are invited and motivated by staff/faculty to get involved. Additionally, all staff/faculty members are welcome to attend School Site Council meetings. This group regularly reviews data that is relevant to the school, and provides input. Additionally, an election takes place to select representatives from each category to serve on the SSC.</p> <p>Capuchino’s Department Chair meetings are open to all who wish to attend, and the information is shared with teachers via a monthly department meeting. These meetings provide two-way communication between school leadership and staff, and provide staff an opportunity to participate in the decision-making process. Stakeholders bring up issues/ concerns which are discussed and voted upon if necessary. Additionally, Capuchino holds faculty/staff meeting to update everyone on upcoming events, and to inform the faculty/staff about opportunities to get involved.</p> <p>There are several parent groups at Capuchino high school, and parents are invited to attend. These include:</p> <ul style="list-style-type: none"> <li>● Black Parents Association (district-wide parent group)</li> <li>● CAPeople - PTO</li> <li>● Drama Boosters</li> <li>● ELAC</li> <li>● Grad Night Committee</li> <li>● IB Parent Boosters</li> <li>● Latino Parent Organization</li> <li>● Music Boosters</li> </ul> <p>The webpage provides translations into several languages so parents and the community can access information about the school. Site administrators and staff attend these meetings and provide relevant updates about the school, and future events.</p> <p>Although these groups are open to all parents, and the school regularly sends invitations to these meetings, there is a divide in Capuchino’s families. According to the Parent Focus Group Questionnaire, some parents believe that Capuchino does an excellent job of connecting parents to the decision making process via text, phone calls, email, School Loop, and parents are aware of the School Site Council and participate. However, if parents are not connected to School Loop, then it is unlikely that they would get involved. Furthermore, some parents stated that Capuchino did well communicating with the community and other stakeholders about issues that would affect the community, such as the acquisition and use of new stadium lights.</p> <p>Finally, District representatives take part in SSC, Department Chair, and Curriculum Council meetings so they can participate in the decision-making processes of those groups.</p>	<ul style="list-style-type: none"> <li>● SSC minutes</li>   <li>● Department Chair meeting minutes</li>   <li>● New school website: <a href="http://www.smuhds.org/capuchinohigh">www.smuhds.org/capuchinohigh</a></li>   <li>● Parent Focus Group Questionnaire</li>   <li>● Minutes from meetings</li> </ul>

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The SMUHSD enacts an annual process of LCAP engagement by which District leadership holds meetings with representative students, staff, parents, and other school community members. This process is outlined in detail in the “Stakeholder Engagement” section of the District LCAP (pages 42-48). These meetings with students, parents and community groups met the statutory requirements for LCAP stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with representative parents of pupils identified in Ed. code section 42238.01 as well as internal stakeholders - certificated and classified staff. The groups consulted included:</p> <ul style="list-style-type: none"> <li>● LCAP Parent Advisory - comprised of the required Parent Advisory Committee representation as well as members of the broader community.</li> <li>● LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) - comprised of the parents of EL's from across all of the district's school sites.</li> <li>● School Site Councils (SSC's) across all sites.</li> <li>● Site Leadership Teams (comprised of administrative and teacher leadership) across all school sites.</li> <li>● English Learner Advisory Committees (ELAC's) across all school sites.</li> <li>● Associated Student Body (ASB) Representatives - from across all school sites.</li> <li>● Collective Bargaining Units - both classified and certificated.</li> <li>● District Curriculum Coordinators</li> <li>● Site administrators</li> <li>● Superintendent's Cabinet and Council</li> </ul> <p>The SMUHSD has built strong relationships with our families, in particular our parent volunteers, and our community partners including cities and partner districts we serve. We do this through a variety of communication tools.</p> <ol style="list-style-type: none"> <li>1.) Twice a semester Superintendent eNews highlights our staff and student accomplishments, parent education events, community wide events, and changes in policies or direction.</li> <li>2.) Individual messages/emails to our families from our Superintendent with reflections on how to best serve our teens</li> <li>3.) A general eNews that is distributed 2-3 times a month on general matters of interest</li> <li>4.) Multi-lingual outreach: all flyers, notes of key importance and announcement to families are delivered in English, Spanish and Traditional Chinese.</li> <li>5.) Districtwide events are interpreted in Spanish and Chinese.</li> <li>6.) New websites (DO and all schools) with increased accessibility, functionality, navigation and improved user experience launched December 1, 2017.</li> <li>7.) Strong press relations with our local press. The SMUHSD always responds promptly to media inquiries and because of the relationships we have built, are often called upon to offer perspective on education topics of broad interest.</li> <li>8.) Twice a semester opinion guest pieces by our Superintendent in our local newspaper on topics such as the importance of embracing racial and cultural diversity</li> <li>9.) Regular individual contact with cities and homeowner associations on important matters of shared interest</li> <li>10.) Periodic presentations to the various City Councils by our students and our administrators on topics of shared interest</li> <li>11.) Presentations and discussions at homeowner association meetings</li> <li>12.) Regular postings of “latest news” on our home page, and social media outlets (Facebook and Twitter)</li> <li>13.) Regular district-wide emails to families on parent events (such as on college preparation and mental</li> </ol>	<ul style="list-style-type: none"> <li>● District LCAP</li> </ul>

<p>health topics) and important messages about student well-being.</p> <p>14.) Monthly meetings with our PTO and middle school partner PTA parent leaders</p> <p>15.) Extensive community engagement with our neighbors via community workshops on topics such as stadium lights and employee housing and individualized stakeholder meetings with community partners</p> <p>Additionally, Capuchino has several mechanisms to ensure that stakeholders <i>understand and are committed to the school's vision, mission, and schoolwide learner outcomes.</i></p> <ul style="list-style-type: none"> <li>● Staff evaluations have competencies related to the implementation of school mission and vision.</li> <li>● Capuchino has a dedicated position for Parent outreach coordinator who connects with families.</li> <li>● Parents and students have access to a web-based platform to support communication, dissemination of information, and grading platform.</li> <li>● Back to School Night, Open House, and other Parent Nights help to disseminate information and create buy-in.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Evaluation Rubrics</li> <li>● Outreach coordinator</li> <li>● New school website: <a href="http://www.smuhd.org/capuchinohigh">www.smuhd.org/capuchinohigh</a></li> <li>● Calendar of parent events on new website</li> </ul>
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**A2. Governance Criterion**

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

**Indicators with Prompts**

**Governing Board and District Administration**

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The SMUHSD complies with all state Education Codes and has an attendant set of <a href="#">local policies and administrative regulations</a>. The District’s policies related to specific duties and roles of the governing board and district administration are outlined in District policy, <a href="#">BP 2000</a> related to Administration. In summary, these policies indicate that district administration performs the essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non-instructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy. Furthermore, the Board and Superintendent work together as a team in the exercise of district governance. The Board and Superintendent have established protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.</p>	<ul style="list-style-type: none"> <li>● SMUHSD website</li> <li>● School Board Meeting minutes</li> </ul>
<p>In addition, the SMUHSD publishes a hard copy and online required resource called Parents Rights and Responsibilities (PR&amp;R). This booklet is clear in the roles and guidelines of the SMUHSD. It is carefully edited and reviewed for accuracy for the benefit of our staff and families.</p>	<ul style="list-style-type: none"> <li>● SMUHSD website</li> <li>● School Board Meeting minutes</li> </ul>
<p>Key Board policies are distributed in multiple languages and displayed in common areas and classrooms throughout each school site providing guidance to our staff and students.</p>	<ul style="list-style-type: none"> <li>● SMUHSD website</li> <li>● New school website:</li> </ul>
<p>Each school publishes a handbook distributed at the beginning of each year which reiterates District guidelines, but also offers additional information on each school’s unique policies based on their student body.</p>	<ul style="list-style-type: none"> <li>● <a href="http://www.smuhsd.org/capuchinohigh">www.smuhsd.org/capuchinohigh</a></li> <li>● School Board Meeting minutes</li> </ul>



**Understanding the Role of the Governing Board**

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

Findings	Supporting Evidence
<p>In addition to the basic policies and procedures regarding the duties of the Board and district administration, there is also a clear delineation of the roles and responsibilities of the professional staff and board. As indicated in A2.1, these role clarifications are outlined in <a href="#">BP 2000</a>. The District School Board sets and monitors district policy and oversees the District budget while the Superintendent and district professional staff enact policy and operate the schools.</p> <p>In addition, the District-Wide PR&amp;R, distributed board policies and school student handbooks are three key ways that the roles of the board and the staff are differentiated.</p> <p>The Superintendent regularly visits schools and school staff meetings to discuss matters of board policy and board views. The Superintendent and his staff regularly send out “all staff” emails on matters (i.e., later start) discussed and voted on by the board.</p> <p>The SMUHSD has a monthly employee newsletter, Savvy Source, which highlights matters of employee recognition, milestones, benefits and updates on negotiations -- all of which is presented to the Board.</p> <p>Our general eNews is timed with the board meetings so that our partners and staff are up-to-date on the upcoming board meeting highlights.</p>	<ul style="list-style-type: none"> <li>● Handbooks for faculty and Staff</li>   <li>● SMUHSD Website</li> <li>● Board Meeting Minutes</li>   <li>● Superintendent visits, emails to school</li>   <li>● Savvy Source Newsletter</li> </ul>

**Governing Board and Stakeholder Involvement**

**A2.3. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.3. Prompt:** Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
<p>Parents, families and the community are informed by Capuchino’s school website, phone calls, letters home, Principal’s monthly newsletter, announcements at meetings, and Dulce Hatch, Capuchino’s Outreach Coordinator.</p> <p>While there are many ways that parents can be informed of how to participate, the Parent Focus Group Questionnaire results show that, for most parents, the website is the main way to connect.</p> <p>The survey also demonstrates that parents are aware that they can participate in a variety of organizations on campus. Most mentioned in the survey were the School Site Council and the PTO. However, all the parent groups on campus have regular meetings.</p>	<ul style="list-style-type: none"> <li>● New School Website <a href="https://www.smuhsd.org/capuchinohigh">https://www.smuhsd.org/capuchinohigh</a></li> <li>● Parent Focus Group Surveys</li> <li>● Dulce Hatch, outreach Coordinator</li>   <li>● School meeting calendar</li> </ul>

**Board’s Evaluation/Monitoring Procedures**

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<p>The SMUHSD Governing Board conducts an annual evaluation of the Superintendent. This evaluation process is outlined in Board Policy (<a href="#">BP 2140</a>). In addition, the governing board receives reports on the academic and social-emotional progress of students in the schools and provides input to the Superintendent in the ongoing monitoring of school progress and corrective actions.</p> <p>Capuchino’s progress is evaluated and monitored by the District administration on a regular basis.</p> <p>Several essential data points are reviewed and evaluated by the district and inform the district’s decisions. This data is presented to the Board, and it helps to set targets for LCAP, WASC, and SPSA.</p>	<ul style="list-style-type: none"> <li>● Superintendent annual reports to the board</li> <li>● Board minutes</li> </ul>

**Complaint and Conflict Resolution Procedures**

**A2.5. Indicator:** The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>The District complies with the <i>Williams Uniform Complaint Procedures</i> for all board/school complaints and resolution of conflicts. These procedures are outlined in <a href="#">Board Policy, 1312.3</a> These complaints are reviewed on a quarterly basis and the overall procedures are reviewed annually by the local governing board. However, there seems to be no formal process for creating the complaint; families can file a complaint with Superintendent/District office to <i>start</i> the process</p> <p>At Capuchino High School, each classroom has a copy of the <i>Williams Uniform Complaint Procedure</i> posted in English, Spanish, and Chinese for visitors to see.</p>	<ul style="list-style-type: none"> <li>● Board Policy</li> <li>● Fliers of Williams Uniform Complaint Procedures</li> <li>● <a href="#">CHS Contacts and Communications Guide</a></li> </ul>

### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Indicators with Prompts

##### Broad-Based and Collaborative

**A3.1. Indicator:** The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>The WASC process, SPSA, and LCAP are evidence of Capuchino’s improvement cycle. Stakeholders look at data to inform these document and use findings to activate change for the school based on areas of need.</p> <p>During the WASC process, all staff and faculty reviewed data, participated in the focus groups, and helped to review/ edit Chapters 1,2. The faculty and staff reviewed the school’s WASC goals and gave input about their importance and validity.</p> <p>Based on these goals, the Leadership Team, comprised of TOSAs, Administrators, Teacher leaders, Coordinators, and Department Chairs, created the Action plan. The Staff/Faculty had time to review this plan and make comments/edits. This process ensured transparency, collaboration, and buy-in from staff and faculty.</p> <p>The Principal will report Capuchino’s WASC Goals and Action Plan to the Board.</p> <p>Furthermore, Capuchino uses this cycle in other areas of planning and improvement. Capuchino enlists administrators and teachers to make specific plans and create policies in regard to school needs, such as:</p> <ul style="list-style-type: none"> <li>● Adding 2 ASTs to Bell Schedules</li> <li>● Freshman, Sophomore, Junior Teams</li> <li>● Course offerings</li> </ul> <p>However, this focus group found that the departments and/or faculty have not <i>evaluated</i> the effectiveness of the decisions and the processes in which those decisions were made. In other words, Capuchino’s staff/faculty/leadership make plans, develop initiatives, and establish programs, but the results and the effectiveness of the programs are not monitored regularly.</p> <p>Since the WASC Mid-Year Review, Capuchino has implemented PLCs in all departments. PLCs have time within the school day to meet, and they are reminded and encouraged to participate in the cycle of inquiry and to review student work. According to the WASC 2017 survey, most PLCs report that they have gone through the cycle of inquiry, and that reviewing student work is often a part of their practice.</p>	<ul style="list-style-type: none"> <li>● WASC Mid-Cycle Report</li> <li>● SPSA</li> <li>● LCAP</li>   <li>● WASC GOALS survey</li>   <li>● WASC input from staff/faculty</li> <li>● ACTION Plan meetings</li>   <li>● Board minutes</li> <li>●</li>   <li>● Bell Schedule Survey</li> <li>● Bell schedule Committee</li> <li>● Department Chair Meeting minutes</li>   <li>● Focus Group findings</li>   <li>● WASC 2017 Spotlight on Success Survey</li> </ul>

**Single School Plan for Student Achievement Correlated to Student Learning**

**A3.2. Indicator:** The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Parents, students, teachers, classified staff and administrators actively participate in school planning through membership in the School Site Council, which examines student achievement data and other pertinent data, such as:</p> <ul style="list-style-type: none"> <li>● CAASPP results</li> <li>● Student Grades</li> <li>● IB achievement data</li> <li>● Student/Parent surveys</li> <li>● WASC goals</li> <li>● LCAP</li> <li>● SPSA</li> </ul> <p>This data is reviewed by the council regularly and it determines the Single Plan for Student Achievement and the school’s Critical Academic Needs. Furthermore, the Principal presents the information to the Board for approval.</p>	<ul style="list-style-type: none"> <li>● SSC minutes</li> <li>● SPSA</li> <li>● Board Minutes</li> </ul>

**Staff Actions/Accountability to Support Learning**

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>At Capuchino, there are many opportunities for staff to become involved in decision-making, responsibility, and self-reflection.</p> <p>Faculty meetings include administrators, teachers and classified staff who collaborate and make shared decisions in relationship to student academic outcomes and emotional support.</p> <p>Capuchino offers its teachers many opportunities to take on leadership positions and participate more closely in the decision-making process, including:</p> <ul style="list-style-type: none"> <li>● Technology TOSA</li> <li>● PD TOSA</li> <li>● Instructional Coach TOSA</li> <li>● WASC coordinators</li> <li>● Members of committees</li> <li>● IB Coordinator</li> <li>● Department Chair positions</li> <li>● SSC committee</li> <li>● PLC Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance sheets</li>   <li>● Teacher roles on campus</li> <li>● TOSA positions</li> </ul>

<p>Additionally, departments provide input for:</p> <ul style="list-style-type: none"> <li>● Master Calendar decisions</li> <li>● Bell schedule/ AST</li> <li>● Late start</li> <li>● Great Place to Work Committee activities/ events</li> </ul> <p>If a staff/faculty member recognizes a need that must be addressed, the process is as follows:</p> <ul style="list-style-type: none"> <li>● Administrator, Department Chair, Faculty or Staff person determines a need.</li> <li>● This need is presented at the following Department Chair meeting.</li> <li>● The administration and department chairs follow a protocol to make decisions. If necessary, they determine several solutions</li> <li>● Department chairs then share with their individual departments for feedback</li> <li>● Department chairs relay information back to Admin at the following DC meeting</li> <li>● After discussion and clarification, all present vote or recommendation on a solution/action.</li> </ul> <p>Some staff /faculty believe that the effectiveness of decisions and processes are discussed at department meetings and staff/faculty constantly re-evaluate and revising. However, other staff/faculty believe that, while Capuchino does have a process and procedure for identifying needs and taking steps to address them, there is no mechanism or procedure for evaluating the decision-making process on a regular, systematic basis. These members of staff/faculty believe that, “[while] we use these tools/processes, we do not evaluate their effectiveness.”</p>	<ul style="list-style-type: none"> <li>● DC meeting minutes</li> <li>● Surveys</li> <li>● Bell schedule/ AST Committee</li> <li>● GTPW committee</li>   <li>● DC meeting agendas/minutes</li>   <li>● Focus Group findings</li> </ul>
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**Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Supporting Evidence
<p>Capuchino has effective structures for internal communication and planning.</p> <p>The district has adopted Google exclusively for all its communications. All teachers in the district have a district Gmail account (@smuhsd.org) that follows a simple formula, so communicating with anyone in the district is very simple. The Gmail account also includes access to the G Suite (Docs, Slides, Forms, Spreadsheets, Hangouts, Classroom, etc.). This makes collaboration extremely easy.</p> <ul style="list-style-type: none"> <li>● PLCs use Google to share curriculum, materials, samples of student work, etc. This makes collaborating and creating much more simple and efficient for PLCs.</li> </ul> <p>Each school site also has its own Gmail address (@capuchinohighschool.org OR @gochs.org) which makes</p>	<ul style="list-style-type: none"> <li>● SMUHSd emails</li> <li>● Capuchino Emails</li> </ul>

<p>communication between teachers/students very easy. This also allows teachers to collaborate via Google Classroom.</p> <p>The district is currently in its second year of a Canvas Pilot Program. This will be the new LMS for the school starting in 2018-2019. As such, teachers will be able to develop and share not just lessons but entire units within the PLC and district. This has the potential for making planning/unit design more uniform and transparent.</p> <p>Capuchino’s communication PRACTICES are as follows:</p> <ul style="list-style-type: none"> <li>● During faculty meetings, staff/faculty have time for open forum for questions and feedback, there is also time for announcements</li> <li>● PLC Meetings take place regularly. Each PLC has an assigned facilitator who keeps track of agenda/minutes</li> <li>● During Department meetings, members follow the norms established by the department. There is also space/time allotted for open forum, questions, and feedback</li> <li>● Freshman and Sophomore Teams have a common prep which they use for meetings, planning, and development of materials.</li> <li>● The SSC meetings provide all stakeholders the space to participate in planning/decision-making for the school</li> </ul> <p>In terms of conflict resolution, Capuchino has three bodies that can help:</p> <ul style="list-style-type: none"> <li>● The Great Place to Work Committee was formed as a result of the 2012 WAS self-study report. This committee was originally intended to provide a safe place for Administration and Staff/faculty to resolve conflicts, but it has recently developed into a social committee.</li> <li>● Capuchino has several Union Representatives and Union Meetings available on campus for staff and faculty in order to help with contract questions, conflicts that may arise, etc. The union reps are available via personal email and at various times during the school day (preps, lunch, via phone, etc.)</li> <li>● Many staff/faculty members have reported that when they have a conflict, they look to the personal relationships that they have formed with leaders on campus, i.e.- teachers will discuss issues with a department chair, PLC member, etc.</li> </ul> <p>However, there is no mechanism in place for evaluating these systems and procedures as a whole.</p> <p>The English department reports that they use surveys to evaluate the effectiveness of their decision making processes, etc., but this is not replicated by any other body on campus.</p>	<ul style="list-style-type: none"> <li>● Canvas Pilot Program teachers</li> <li>● Most Departments include norms for their meetings</li> <li>● Department agendas/minutes</li> <li>● Faculty meeting agendas</li> <li>● DC meeting norms, agendas, minutes</li> <li>● SSC agendas, minutes</li> <li>● GPTW Committee events</li> <li>● Union Meetings</li> <li>● Personal communications to WASC Coordinator</li> <li>● Focus Group findings</li> </ul>
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#### A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

##### Indicators with Prompts

##### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.1. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>The San Mateo Union High School District ensures that all of its certificated employees are properly credentialed for the assignments into which they are placed. In situations where a candidate does not have the proper credential prior to the start of the assignment, the District's credential analyst works with the candidate and the County Office of Education to ensure that the candidate obtains a proper credential prior to beginning work. Once the individual is employed, the District uses their Instructional Coach program along with a robust evaluation scheme to maintain the high quality teaching practice that the District expects from its certificated employees.</p> <p>With a teaching staff consisting of seasoned teachers as well as graduates fresh from their credential program, the District strives to ensure all are given professional development and training suited to the point in their career in which they find themselves.</p> <p>The SMUHSD Governing Board conducts an annual evaluation of the Superintendent. This evaluation process is outlined in Board Policy (<a href="#">BP 2140</a>). In addition, the governing board receives reports on the academic and social-emotional progress of students in the schools and provides input to the Superintendent in the ongoing monitoring of school progress and corrective actions.</p> <p>The district is committed to training and supporting all newly hired teachers and cohorts of current teachers in variety of ways which include: district professional development days, curriculum council work, after-school and summer institute opportunities, and in-classroom coaching.</p> <p>Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:</p> <ul style="list-style-type: none"> <li>● understand the role language plays in content learning</li> <li>● decide what language knowledge students need to access content and express understanding</li> <li>● provide appropriate, explicit oral and written language instruction and practice</li> </ul>	<ul style="list-style-type: none"> <li>● Credential Data</li> <li>● Instructional Coaches (TOSAS)</li> <li>● District Evaluation System</li>   <li>● District PD information on SMUHSD website</li>   <li>● Board Policy</li> <li>● Board Agenda/Minutes</li>   <li>● Learning Target implementation after Eric Twadell PD</li> <li>● CM training</li> <li>● Summer 2017 Humanities institute training</li> <li>● Digital Bridge</li> <li>● District website</li> </ul>

<p>The district’s 1:1 Digital Bridge Program was designed and implemented to provide resources and training for instructional technology use in the classroom. The goals of this program are to:</p> <ul style="list-style-type: none"> <li>● Develop critical thinking, communication, collaboration, creativity for all learners</li> <li>● Design student-centered learning projects that improve learning outcomes</li> <li>● Design assessments that provide meaningful feedback for students</li> <li>● Support peer to peer coaching, mentoring, and training across the district</li> </ul> <p>Thus, through this training, teachers can learn to use and implement a variety of technology-based strategies in their classrooms.</p> <p>Capuchino’s faculty is eminently talented and highly qualified. The faculty welcome professional development opportunities provided by the school site, and also attend conferences on their own time. Many also pursue graduate course work at their own expense to the benefit of the student population.</p> <p>Additionally, Capuchino High School enjoys a competitive applicant pool for new hires. As a result, 66 % of our teaching staff holds graduate degrees, and teachers in 2017-18 have an average of 13 years of classroom teaching.</p>	<ul style="list-style-type: none"> <li>● WASC Chapter 2 Staff demographics</li> </ul>
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**Staff Assignment and Preparation**

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>Teachers are assigned classes based on their credential, and experience, requests by teachers, and needs of the students. (Classes are offered based on student sign-ups and sections available). Teachers are hired with an idea of what they will be teaching but this can change over the summer based on issues that arise, <i>i.e.</i>, the Master Board/staffing levels from district may change. Ultimately the decision is up to administration.</p> <p>Newly hired teachers attend both a district level and site level orientation. These orientations provide new teachers with basic knowledge about school and district operational policies and resources. Additionally, new teachers in the District are matched with an Instructional Coach during their first year and during the first year Evaluation Cycle. The meetings with the Instructional Coach are non-evaluative, and are designed to help the teacher create and meet a professional goal set by the teacher with support from the IC. Generally, new teachers go through 3-4 cycles with their IC. These cycles include a pre-meeting, an observation, and a debriefing. In terms of Evaluations, all new hires are evaluated by the principal.</p> <p>Ongoing professional development ensures that faculty members and Capuchino staff are equipped with the knowledge and skills to meet student needs.</p> <p>Finally, since all teachers are part of at least one PLC, all teachers can get support from each other.</p>	<ul style="list-style-type: none"> <li>● Master schedule</li>   <li>● New Teacher Orientation</li> <li>● Follow-up trainings</li> <li>● On-site new teacher/classified staff orientation.</li>   <li>● District PD offerings</li>   <li>● PLC meetings/trainings</li> </ul>

**Defining and Understanding Practices/Relationships**

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Each year every employee is provided a digital copy of the handbook and is asked to acknowledge the receipt of this document. Additional employee information is available on the new district website.</p> <p>Each year every employee is required to complete online trainings regarding sexual harassment, blood borne pathogens, and mandated reporting.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SMUHSD Certificated Employee Handbook</a></li> <li>● <a href="#">SMUHSD Classified Employee Handbook</a></li> <li>● District Website</li>   <li>● Keenan Mandated Trainings</li> <li>● Kognito Trainings</li> </ul>

**Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>The District's First LCAP Goal, outlined above, is related to continuing to provide a high quality staff across the District. This Goal includes specific outcomes and activities related to recruiting a diverse, high-quality faculty, and furthermore, providing high-quality professional development that is informed by the needs of students and aligned across the school sites. This professional learning is further differentiated by subject matter departments called, Curriculum Councils across the district. The District apportions general fund, state categorical and Federal Title II resources to support these differentiated professional learning activities.</p> <p>Capuchino teachers participate in Professional Development regularly. Some of this PD is site-wide, and some of it is department specific. PD time is evaluated by participants and this data is used by the TOSA team and admin to guide follow-up PD. Less teacher input has been solicited on the specific PD offerings than in the past due to the fact that now there is a TOSA team.</p> <p>Site-wide professional development has included the following:</p> <ul style="list-style-type: none"> <li>● From 2010-2014, Capuchino High School worked with the University of California at Berkeley History and Social Science Project (UCBHSSP) to vertically align all course expectations to both International Baccalaureate standards and the E-Skills.</li> <li>● District-wide CCSS training from 2012-2017</li> <li>● Literacy trainings with District Literacy Coaches</li> <li>● Two Erik Twadell presentations around learning targets/gradation/assessment and effective PLCs.</li> <li>● Constructing Meaning Training (many teachers)</li> <li>● Pedagogy of Questioning</li> <li>● Instructional Technology (Summer Institute, ongoing PD)</li> </ul> <p>Specific departments and programs receive professional development and release days to support their work. These programs include:</p> <ul style="list-style-type: none"> <li>● <b>Math:</b> <ul style="list-style-type: none"> <li>○ Springboard textbook training</li> <li>○ District level PD presentation on Mathspace</li> <li>○ EMA parsing</li> <li>○ NCTM and Asilomar (CMC)</li> </ul> </li> <li>● <b>Science:</b> <ul style="list-style-type: none"> <li>○ Focus on NGSS implementation the last 3 years</li> <li>○ IB training Summer 2014, Tahoe - 4 teachers participated</li> </ul> </li> <li>● <b>Social Science:</b> <ul style="list-style-type: none"> <li>○ Mindfulness Trainings provided by the D.O.</li> <li>○ SJSU Fair Act Workshop</li> </ul> </li> <li>● <b>VAPA:</b></li> </ul>	<p>PLC surveys Site PD surveys</p> <p>Curricular maps and other literacy tools developed with Phyllis' help</p> <p>District and site calendar for PD focused on CCSS</p> <p>Summer Humanities PD Summer PD for Science teachers</p> <p>IB trainings during year &amp; dept day monies for attending workshops</p>

<ul style="list-style-type: none"> <li>○ Design Thinking with SMCOE</li> <li>○ Common assessments</li> <li>● <b>CTE:</b> <ul style="list-style-type: none"> <li>○ PD with hospitality at Skyline Andrea Visnor</li> </ul> </li> <li>● <b>Health:</b> <ul style="list-style-type: none"> <li>○ Technology PD with District Coordinator, Dom Bigue</li> <li>○ UCBHSSP literacy training</li> <li>○ Constructing Meaning with District Literacy Coaches</li> </ul> </li> <li>● <b>P.E.</b> <ul style="list-style-type: none"> <li>○ CAHPERD conference (2017 and 2015).</li> </ul> </li> <li>● <b>World Languages:</b> <ul style="list-style-type: none"> <li>○ Light award grant for Spanish for Native Speakers teachers</li> <li>○ CLTA conference for Spanish</li> <li>○ COFLT conference for French</li> <li>○ District PD days with WLCC</li> <li>○ IB vertical alignment planning days</li> <li>○ Pull out days for Constructing Meaning training</li> <li>○ Summer Humanities institute</li> <li>○ Academic Language and Literacy training</li> <li>○ Literacy coaching with Phyllis Goldsmith from UCB</li> <li>○ Stanford World Language Project PD- technology, unit design, Spanish for Native Speakers</li> <li>○ CI/TPRS trainings through iFLT, Blaine Ray workshops</li> <li>○ IB training through FLIBS</li> </ul> </li> <li>● <b>SPED:</b> <ul style="list-style-type: none"> <li>○ SEIS training</li> <li>○ Suicide prevention training</li> <li>○ Autistic Disorders Certification</li> <li>○ AVID training</li> <li>○ Co-teaching/Inclusion training</li> </ul> </li> </ul>	
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**Supervision and Evaluation**

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Certificated staff are evaluated on a cycle which includes full and expedited evaluations. Currently, there is a Pilot Evaluation process which provides Instructional Coaches to teachers who are new to the district.</p> <p>Classified staff are evaluated annually.</p>	<ul style="list-style-type: none"> <li>● <a href="#">SMUHSD Evaluation Handbook</a></li> <li>● <a href="#">Classified staff evaluation rubric</a></li> <li>● HR smart - program used to complete classified staff</li> </ul>

**A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Indicators with Prompts**

**Allocation Decisions and Their Impact**

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>The District’s annual <a href="#">LCAP</a> and Single Plan for Student Achievement refinement processes are linked to the District budgeting process so that resources are aligned to student outcome priorities. The District has three core goals:</p> <ol style="list-style-type: none"> <li>1. SMUHSD will provide High Quality Teaching and Learning environments to all students by: 1. Providing 21st Century facilities and learning tools (digital and analog) to all students 2. Ensuring access to the highest quality staff—educators, support staff and leaders - who receive effective and differentiated professional development 3. Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills</li> <li>2. The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.</li> <li>3. The SMUHSD will continue to enhance and improve the social-emotional health of its students by: • Providing high quality mental health supports • Initiatives and activities intended to lower student stress and improve connectedness</li> </ol> <p>Aligned to these three broad goals are 21 discrete outcome measures to which all sites have aligned their improvement efforts and resources. In addition, sites have aligned their respective SPSAs to these overarching outcome measures, as well as some local measures particular to each school. SSC no longer allocates funds.</p> <p>At Capuchino, LCAP funding pays for programs that target low performing students (D-F list) as well as the After School Peer Tutoring Program and the After School Enrichment Program</p> <p>Title I funds pay for Outreach positions, like our Parent Outreach Coordinator and the EL Specialist, as well as Classroom Instructional Aide for ELs.</p> <p>The ELD council has recently reorganized course offerings to better serve the needs of ELD students. There are now 3 levels of ELD classes and additional content classes (math, social studies and science each have new sheltered classes) for ELD. Capuchino has also reduced class sizes in 9th grade English and Algebra.</p>	<ul style="list-style-type: none"> <li>• LCAP</li> </ul> <p>Master schedule. Course descriptions.</p> <p>Class size lists and teacher assignments.</p> <ul style="list-style-type: none"> <li>• LCAP</li> <li>• Title I funds</li> </ul>

<p>Several initiatives have been funded by the site:</p> <ul style="list-style-type: none"> <li>● Co-teaching/Inclusion model for SPED students</li> <li>● Frosh/Soph team interventions</li> <li>● AVID sections</li> <li>● Two 30-minute AST sessions per week added to the Master Schedule</li> <li>● Health budget</li> </ul> <p>The District funds the IB program, but the IB Coordinator, along with Site leadership and Admin make funding decisions IB funding and GATE funding.(District funds IB.)</p> <p>Two programs also receive outside funding:</p> <ul style="list-style-type: none"> <li>● CTE is funded through federal CTE funding allocated by District CTE council</li> <li>● VAPA: San Bruno community foundation funds support for Music, District allotment for Music</li> </ul> <p>Overall, Capuchino’s budget has grown slightly this year (school site), but is still not adequate for the school’s needs. Most departments fundraise to support their curriculum needs. The school PTO, CHS Foundation, Alumni Boosters, Sports Booster, Music Boosters, Drama boosters, student clubs all fundraise to meet their financial needs. Physical Education Department also has a fundraiser to help buy equipment.</p>	<ul style="list-style-type: none"> <li>● Master Schedule</li> </ul> <ul style="list-style-type: none"> <li>● Master Schedule</li> <li>● Freshman/Sophomore team Interventions List</li> <li>● Bell Schedule</li> </ul> <ul style="list-style-type: none"> <li>● IB budget allocations</li> </ul> <ul style="list-style-type: none"> <li>● CTE council meeting minutes</li> </ul>
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**Practices**

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Every year, the board of directors adopts the budget for the following fiscal year. Prior to adoption, Fiscal Services meets with all departments and sites to obtain input for the budget. The district has an annual audit conducted by independent auditors. The auditors will conduct interim and year-end testing prior to issuance of the audit report to ensure fair presentation of financial statements and compliance with generally accepted accounting principles.</p> <p>Accounting staff is trained to execute procedures designed to ensure internal controls and proper financial reporting. Furthermore, accounting staff are professionally developed throughout the year to expose them to the latest accounting practices.</p> <p>The Principal has discretionary power as to how the school budget is allocated to departments and programs. The Principal asks for input from Leadership team for some budget items.</p>	<ul style="list-style-type: none"> <li>● Board Policy</li> <li>● Board agendas/minutes</li> </ul>

**Facilities**

**A5.3. Indicator:** The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>The addition of Stadium Lights has been a welcome change. Because of night games, the athletics department reports that twice as many people attend games, which has increased revenue. Additionally, more home games instead of playing at San Bruno Park means not as many early release times for Varsity and F-S Baseball teams.</p> <p>The following repairs and improvements have taken place:</p> <ul style="list-style-type: none"> <li>● Added a new track</li> <li>● More sand on the fields.</li> <li>● New and more lockers, DO paid for locks for all 9 and 10th grade students. Locks have reduced lost, stolen items.</li> <li>● Baseball infield is being upgraded</li> <li>● New pavement on the bus loop</li> <li>● Removal of old grass and infield dirt</li> <li>● Backstop repair</li> </ul> <p>These repairs and additions have been in addition to other regular maintenance:</p> <ul style="list-style-type: none"> <li>● weight room maintenance (district provides a company to do repairs)</li> <li>● gym floors get refinished annually</li> <li>● pool is maintained weekly (school site maintenance staff)</li> </ul> <p>In addition, Departments have reported the following:</p> <p>Science:</p> <ul style="list-style-type: none"> <li>● Board recently approved 6.5M to upgrade Science labs and to increase lab capacity.</li> <li>● District has hired an Environmental Health and Safety specialist to oversee hazardous material disposal, storage of chemicals, and lab safety equipment (for both Science and Maintenance).</li> </ul> <p>CTE:</p> <ul style="list-style-type: none"> <li>● Money has been allocated to buy a new freezer for FEAST</li> </ul> <p>VAPA:</p> <ul style="list-style-type: none"> <li>● IB money has been allocated to buy a new ceramics wheel</li> </ul> <p>Social Science and English:</p> <ul style="list-style-type: none"> <li>● Department has received site and district funding for: Cell Phone pockets, Standing desks, various classroom posters (Dreamers, You are welcomed here, suicide prevention, etc.)</li> </ul> <p>World Languages:</p> <ul style="list-style-type: none"> <li>● Standing desks in 2 WL classrooms</li> <li>● DACA/suicide prevention posters in many classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● Focus Group findings</li>   <li>● Focus Group Reports</li>   <li>● Focus Group Reports</li>   <li>● Focus Group Reports</li>   <li>● Focus Group Reports</li>   <li>● Focus Group Reports</li>   <li>● Focus Group Reports</li>   <li>● Focus Group Reports</li>   <li>● Focus Group Reports</li>   <li>● DC Meeting Agendas/Minutes</li> </ul>

<p>Capuchino’s operations staff is on campus daily. They help with overall safety of campus during emergency drills and they help as a first set of eyes/witnesses when incident occur on campus.                  Recently, they have overseen the following upgrades:</p> <ul style="list-style-type: none"> <li>● New alarm/protection materials to cover the fire alarms have been ordered and will be installed over the next several weeks.</li> <li>● The safety camera system was upgraded to include more cameras and multiple viewing stations so admin have quicker access to videos.</li> <li>● New phone system was installed that allows emergency calls to notify everyone in the main office.</li> </ul>	
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**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction, including online.*

Findings	Supporting Evidence
<p>The District maintains high quality instructional materials for all students in all subjects at all school sites. In line with this, the District complies with the Williams Settlement timelines related to ensuring that each student has sufficient instructional materials. Reports of the sufficiency of instructional materials are given to the school board within the first two months of the school year that demonstrate the efficacy of these materials.</p> <p>Each teacher at Capuchino has access to a laptop computer. Each classroom at Capuchino is equipped with a projector and document camera. Currently, there are 30 computer carts available throughout campus, and five desktop computer labs available for staff/faculty to use.</p> <p>The district provides a TOSA position for a Tech coordinator who focuses on instructional technology and Canvas adoption. Additionally, Capuchino also has a Campus Tech Support person who takes care of hardware/software issues, maintenance, etc. Staff/faculty can also use the District’s TAP website to report problems/issues with technology. These requests are forwarded to the appropriate person to handle the situation.</p> <p>In the district, each department has a Curriculum Council that has access to some funding. These councils are comprised on Department Chairs from each site, and meet once a month. They make decisions about funding. If a teacher wishes to receive funding from their Curriculum Council, that teacher’s department chair would bring it up at the meeting. Each council member would take the request back to their site, and, at the next meeting, would vote to approve/deny the request.</p> <p>This organization is the main liaison between departments and the District, thus some funding decisions for materials can come here.</p> <p>Overall, Capuchino’s department budgets tend to be very limited. If a teacher or department needed access to resources other than what the district provides, they would have to access funds from other sources, like the Curriculum Council, Leadership class, PTO, IB funds, and GATE.</p>	<ul style="list-style-type: none"> <li>● School Board minutes/agendas</li> <li>● Williams Report</li>   <li>● Computer resources in each classroom</li>   <li>● District Website</li> <li>● TAP Request website</li> </ul>

<p>These organizations have often provided funding for department supplies.</p> <p>The following is a list of some resources the school has received /funding sources:</p> <p>Math:</p> <ul style="list-style-type: none"> <li>● PD funds for curriculum development</li> <li>● Provision of funds for printing and binding of materials.</li> <li>● Software for use in math classes - IXL, Mathspace, Wolfram Alpha, Repl.it</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>● Received Site and CHSAA monies for repair and replacement of old equipment</li> <li>● IB funding has for IA materials, subscriptions, and workbooks</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>● Newsela, No Red Ink provided by the District</li> <li>● CM Resource Kit</li> <li>● Common Core Aligned text purchasing</li> </ul> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>● NewsELA, Flowcabulary, NYTimes subscription provided by the District</li> </ul> <p>PE:</p> <ul style="list-style-type: none"> <li>● For two years, P.E. printed paper portfolios/folders for all students. However, the cost was too much so they've transitioned to digital. However, they do not have computer carts. This poses a challenge in their instruction.</li> </ul> <p>World Languages</p> <ul style="list-style-type: none"> <li>● 70 headsets with mics provided by GATE funds</li> <li>● IB website for teacher resources, paid by IB</li> <li>● French magazine subscription paid by IB</li> <li>● Conjuguemos.com website paid by department funds</li> </ul>	
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**Well-Qualified Staff**

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>The District's First LCAP Goal is related to continuing to provide a high quality staff across the District. This Goal includes specific outcomes and activities related to recruiting a diverse, high-quality faculty, and furthermore, providing high-quality professional development that is informed by the needs of students and aligned across the school sites. This professional learning is further differentiated by Curriculum Councils across the district. The District apportions general fund, state categorical and Federal Title II resources to support these differentiated professional learning activities.</p> <p>Capuchino's staff have a variety of PD opportunities available. There are resources available for PD outside of the district, but there are also many possibilities for PD within the district.</p>	<ul style="list-style-type: none"> <li>● LCAP</li> <li>● Curriculum Council meeting calendar</li> </ul>





## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

### **Summary (including comments about the critical learner needs)**

#### **Summary outline:**

##### **I) Vision and Purpose**

- The school has a clear, coherent vision and mission of what students should know and demonstrate based upon high-quality standards.
- The school effectively involves all stakeholders in the development and refinements of the vision, mission, and schoolwide learner outcomes.
- Through evaluations, communication with parent organizations, and the school website the students, parents, and community members demonstrate understanding and commitment to the vision, mission, and schoolwide learner outcomes.

##### **II) Governance**

- The admin team at Capuchino, in conjunction with specialized teams comprised of all stakeholder (SSC, PTO, LPO, DC's, etc.) develop and review goals that align with the district's goals, as stated in the LCAP, for supporting all students, while specifically targeting unduplicated pupils, so that they can meet all A-G requirements and graduate with the 21st century skills necessary for college and career.
- Information is communicated to stakeholders through various meeting minutes either posted on the district or Capuchino's website.
- In order to support these shared district/ site goals, Capuchino has also increased the availability and use of instructional technology with the addition of four computer labs, 30 Chromebook carts, and the adoption of Canvas as the new learning management system to better facilitate access to curriculum, grades and communication for parents, students, and teachers.
- If additional communication is needed, Capuchino has a Spanish-speaking parent outreach coordinator, as well as Mandarin interpreters.
- Additional organizations that bridge school site personnel with parents and the local community include: LPO, DLAC, various boosters, grade level parent committees, etc.

##### **III) Leadership**

- Capuchino enlists administrators and teachers to make specific plans and policies in regard to academic student programs
- Department chair members and TOSAs work collaboratively for schoolwide issues
- Review by department chair members and departments of A-G list, D and F list, SRI, CELDT and District writing assessment data
- Parents, students, teachers, classified staff and administrators actively participate in school planning
- Performance data is used to evaluate program effectiveness
- Decisions are made by committees
- Faculty meetings include administrators, teachers and classified staff who collaborate and make decisions
- Collaboration time is given to departments
- Effectiveness of decisions and processes are discussed at department meetings and we are constantly reevaluating and revising
- We have a protocol for parent-teacher communication
- Principal sends a monthly newsletter to parents

##### **IV) Staff**

- The staff at Capuchino High School are highly qualified and prepared.
- Staff are assigned courses based on qualified credentials with no to minimal use of the emergency credential process.

- Staff are continuously trained via site, district, online, and outside professional development opportunities.
- New hires are indoctrinated into school practices and policies and provided Instructional Coaches for support.
- Veteran staff are evaluated biannually by admin and are can opt for an Instructional coach when on full evaluation every 4 years.

#### V) Resources

- State, district, and school site resources are strongly aligned to our school mission statement,
- School maintains state of the art facilities which greatly enable the school to maintain a rigorous academic environment, which meets the safety needs of all students.
- School has highly effective policies and procedures for acquiring and maintaining more than adequate instructional materials and equipment, especially in regards to technology and software.
- District and school site allocates significant resources to enable the hiring, nurturing, and ongoing professional development of well-qualified staff.
- The district and schools' processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

#### Prioritize the strengths and areas for growth for Category A.

#### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

##### I) Vision and Purpose

- The Principal presents reflections on the Mission Statement each year to the School Board. There are many parent organizations and student groups that are engaged in the decision making process.
- Communication of vision and mission including the school website, vision displayed throughout school

##### II) Governance

- Parent outreach from CHS to community
- Alignment of district and site goals to support unduplicated pupils
- Various access points to district level communication
- Increased availability of Instructional Technology

##### III) Leadership

- Creation of two AST's
- PLC collaboration time
- Increase CTE courses
- Implementation of the Wellness program
- Implementation of Freshman/Sophomore teams
- District PD days
- Improvement of the College and Career programs (added Career Coordinator position)

##### IV) Staff

- Capuchino HS is fortunate to attract qualified and competitive candidates for open positions due to the salary and benefits that the SMUHSD is able to offer employees compared to surrounding districts.
- Recent developments on new curriculum (CCSS and NGSS) have served to guide and focus district level efforts toward professional development.
- District has provided funding for Instructional Coaches (TOSA positions) so that teachers have one-on-one support for growth.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth****I) Vision and Purpose**

- The process for revisiting/editing/refining the Mission Statement needs to be more transparent

**II) Governance**

- Multiple access point to district communication is not user friendly, this can make the best avenue for communicating difficult to locate
- There is an apparent disconnect between the data analyzed at the board level (D/F list) and the data that is valued by teachers (growth over time - mastery of skill)
- Information regarding various parent outreach groups can be difficult to locate/access on website
- Many stakeholders do not actually know the school vision, mission, goals

**III) Leadership**

- A system for evaluation of programs, decisions and processes needs to be established
- There needs to be more transparency in the decision-making process to make sure all stakeholders know how decisions are made
- A system for evaluating campus processes needs to be established
- A system for evaluating/providing feedback to administration needs to be established
- Departments need more collaboration time

**IV) Staff**

- Discussions at board level around supporting TOSAs varies each year and support systems are subject to change based on budgetary decisions, which makes sustained support for teachers challenging.
- Site based PD decisions are made by the principal and TOSA team based on PD goals and evaluation of past PD offerings, however there is little opportunity for input from general staff on what could be prioritized (especially when outside people are brought in).

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Indicators with Prompts

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Capuchino’s staff use a curriculum that is based on current educational research and Common Core in order to prepare students for college, career, and life.</p> <ul style="list-style-type: none"> <li>● Current research states that students should start school later. The District is still reaching out to stakeholders to determine the best design for the future. In the meantime, the District has implemented one late start to help.</li> <li>● There have been many discussions about homework, its purpose, and how teachers assign it. As a result, the district has organized a Homework Committee to investigate how it is used in the district and inform future decisions.</li> <li>● Capuchino has tapped into the research of Stanford professor Denise Pope, who presented to staff around the topic of the “well-balanced student” and how to support students’ socio-emotional learning and academic engagement. As a result, we have FLEX days to help.</li> <li>● Many teachers also use the research of Carol Dweck and Growth Mindset to guide/inform their practice. In particular, the Math and English departments use this research as a frame for their classes, particularly as it relates to Habits of Mind.</li> <li>● Next Generation Science Standards (NGSS) research says that anchoring curriculum in natural phenomena results in deeper understanding of concepts. As a result, the Science department has been working on adopting and implementing these standards/curriculum over the last several years, including vertical alignment from physics to chemistry to biology.</li> <li>● Many teachers have been trained in Constructing Meaning. Many teachers use sentence frames for writing, and teach academic language as part of their discipline.</li> <li>● Research demonstrates that IB coursework/curriculum prepares students for college-level work</li> <li>● Smaller classes can help to close the achievement gap. Capuchino has reduced class sizes for 9th grade Algebra, 9th grade English, and 10th grade geometry</li> </ul>	<ul style="list-style-type: none"> <li>● Late start Thursdays</li> <li>● District HW committee</li> <li>● FLEX Days &amp; additional AST time</li> <li>● Minutes- Math Pull-out day</li> <li>● <a href="#">Adoption of NGSS</a></li> <li>● District PD offerings</li> </ul>

- Physics First Curriculum (during 9th) ensures a rigorous skill-based science curriculum for all students.
- AP physics uses a research-based open-sourced *online textbook* developed by Rice University to support student learning.
- Online science lab and concept simulation ([PhET](#)) support student learning of abstract concepts
- Team teaching (in the Freshman and Sophomore years, junior pilot--English/history) helps teachers collaborate and meet the needs of students. Evidence from the Freshman and Sophomore team shows that common structure of curriculum organization and delivery decreases student confusion and stress
- Science use Process of Oriented Guided Inquiry Learning ([POGIL](#)) in Biology and Chemistry “makes students feel engaged, accomplished & empowered.”
- Chemistry curriculum informed by [Stanford’s ChemEx2](#) research.
- Research shows the benefit of using technology and a variety of online resources to help students learn material. Capuchino employs a wide array of tech tools, including: integration of Canvas, Google classroom, Grammarly, Newsela, flipped classrooms, NIR, turnitin.com, School Loop.
- In Math, The Algebra PLC is using Post-doc research from a professor in Boston to change the way they teach Algebra 1
- A student teacher in the math department is getting his credentials at SFSU. He is learning the proper practices of teaching as well as questioning the way math teachers do things. One of his professors is the author of the CPM textbook.
- In Algebra 1, Geometry, and Algebra 2 the assessments are focused on the learning targets. The grades in School Loop indicate a students’ success and /or challenge with particular learning targets.
- In Spanish classes, teachers use the Communicative Approach and thematic units to promote language acquisition. In French classes, the teacher uses Comprehensible Input/TPRS Storytelling to promote language acquisition. Both languages have vertically aligned their curriculum to IB.
- SPED students are fully-included in mainstream classes with a SPED co-teacher or teaching assistant. SPED Teachers specialize in one subject.

As a whole, Capuchino has also tapped into the research and knowledge of Dr. Erik Twadell and used his book “Proficiency-Based Assessment” to drive the professional development work of teachers. Twadell has presented to staff three times around the topics of learning targets, gradation, and proficiency-based assessments.

- Article: [IB students succeed in college](#)
- Master Schedule
- Article: [Girls critical thinking improves in high school physics](#)
- PLC minutes
- POGIL website
- [Chemistry simulations](#)
- [Physics simulations improve student learning](#)
- Teacher classrooms of Google
- Canvas Pilot Teachers
- Minutes- Math Department pull-out day
- [www.teacher.desmos.com](http://www.teacher.desmos.com) and [www.geogebra.com](http://www.geogebra.com)
- Math PLC
- Math PLC minutes
- Math Learning Targets
- Common math assessments
- Course syllabi
- IBO website
- SPED Inclusion model

<p>Capuchino’s Professional Learning Communities (PLCs) are embedded into the school’s professional development culture. The school’s PLC model is grounded in the research of Richard and Rebecca DuFour. Whenever possible, the Admin team creates common prep periods in the Master Schedule so that PLC groups can collaborate effectively during the school day.</p>	<ul style="list-style-type: none"> <li>● Eric Twadell presentations</li> <li>● Master schedule</li> <li>● PLC meetings</li> </ul>
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**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>All of Capuchino’s courses and programs meet their academic standards and college- and career- readiness standards.</p> <p>Each new course that the District offers much provide a course of study that requires board approval. These courses of study are available on the District Website for each program.</p> <p>The World Language Department uses the Foreign Language Framework for California Public Schools as their foundation. In addition, teachers use the “Can Do” statements from the American Council on the Teaching of Foreign Language (ACTFL). The department has also begun work backwards mapping from IB, and it also uses the WL pacing guides provided by the district.</p> <p><b>History &amp; Social Science:</b></p> <ul style="list-style-type: none"> <li>● California Content Standards</li> <li>● Capuchino History &amp; Social Science Course Descriptions</li> <li>● IB Course Descriptions</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>● California State Standards</li> <li>● SEIS Goals and Objectives linked to California State Standards</li> <li>● Vocational Coordinator-meeting Transitional Goals for SPED</li> </ul> <p><b>Science: NGSS- all standards for all students</b></p> <ul style="list-style-type: none"> <li>● Three course model (Earth science embedded in Physics, Chemistry, Biology)</li> <li>● Courses of study available on the District website.</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>● CCSS California State Standards for English 1-2, 3-4, 5-6, ERWC, ELD I, II, III.</li> </ul>	<ul style="list-style-type: none"> <li>● District Website</li> <li>● Course descriptions/curriculum guides/maps on District Website</li> <li>● <a href="https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf">https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf</a></li> <li>● <a href="http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmrk.pdf">http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmrk.pdf</a></li> <li>● <a href="#">CA State History &amp; Social Science Standards</a></li> <li>● <a href="#">Capuchino History &amp; Social Science Course Descriptions</a></li> <li>● <a href="http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf">http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf</a></li> <li>● <a href="#">NGSS 3 course model</a></li> <li>● <a href="#">Capuchino adoption of NGSS standards</a></li> <li>● <a href="#">Physics</a> course of study</li> <li>● <a href="#">Chemistry</a> course of study</li> <li>● <a href="#">Biology</a> course of study</li> <li>● English State Standards: <a href="http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf">http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf</a></li> </ul>

**Music:**

- Symphonic Band, String Orchestra, Chamber Orchestra, Chamber Singers, Jazz Band, Guitar 1 & 2,
- IB Music Performance SL

**Mathematics:**

- CCSS California State Mathematics Standards for Algebra I, Geometry, and Algebra II
- IB Mathematics

- **National Standards for Music Education/Music Literacy**  
<https://nafme.org/my-classroom/standards/>
- [http://www.corestandards.org/assets/CCSSI\\_Mathematics\\_Appendix\\_A.pdf](http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf)
- Algebra I Course of Study:  
<http://smuhd-ca.SchoolLoop.com/file/1298972911118/1420876339517/8998699298076096769.pdf>
- Geometry Course of Study:  
<http://smuhd-ca.SchoolLoop.com/file/1298972911118/1420876339517/2983416608291168525.pdf>
- Algebra II Course of Study:  
<http://smuhd-ca.SchoolLoop.com/file/1298972911118/1420876339517/7417895375862824293.pdf>
- IB Math SL guide:  
<https://fettes.com/downloads/1370268016-SL%20Guide2.pdf>
- IB Math HL guide:  
[https://www.google.com/search?safe=active&rlz=1C1GRV\\_enUS756US756&q=mathematics+HL+guide&oq=mathematics+HL+guide&gs\\_l=psy-ab.3..013j0i30k1j0i5i30k112j0i8i30k114.58596.59063.0.60507.2.2.0.0.0.90.159.2.2.0.dummy\\_maps\\_web\\_fallback...0...1.1.64.psy-ab..0.2.159...0i13k1j0i13i5i30k1.0.cmZpS5SeUHY](https://www.google.com/search?safe=active&rlz=1C1GRV_enUS756US756&q=mathematics+HL+guide&oq=mathematics+HL+guide&gs_l=psy-ab.3..013j0i30k1j0i5i30k112j0i8i30k114.58596.59063.0.60507.2.2.0.0.0.90.159.2.2.0.dummy_maps_web_fallback...0...1.1.64.psy-ab..0.2.159...0i13k1j0i13i5i30k1.0.cmZpS5SeUHY)
- IB Math Studies guide:  
[https://erhs.la/sites/default/files/global/mathematical\\_studies\\_sl\\_guide.pdf](https://erhs.la/sites/default/files/global/mathematical_studies_sl_guide.pdf)



**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The Capuchino Essential Skills, or E-Skills, were born out of a School Leadership Team retreat in the summer of 2010. The group, comprised of administrators, department chairs, and teacher leaders, examined the work of David Connelly, PhD, to identify the skills a high school graduate needs in order to be college and career ready. The group reviewed the 2006 ESLRs along with current research. The E-Skills were then presented to the faculty at the start of 2010 and adopted as the school’s SLOs.</p> <p>While this list of E-Skills has not been revisited recently, it still reflects many of the skills that Capuchino staff/faculty values. As such, they still reflect the actual concepts and skills that teachers teach and value, though they may not explicitly make that connection.</p> <p>Each department at Capuchino actively participates in making sure that the concepts/skills taught reflect and are based on the standards and the SLOs.</p> <p>English teachers have a shared curriculum and pacing guides that align with the CCSS standards. Constructing Meaning (E.L. Achieve) training has helped English teachers use such as sentence frames and paragraph frames to help all learners to access the material and achieve the standards. In the English PLCs, teachers work on aligning aligned learning targets and gradation so all learners can more easily access the standards. The English department is also promoting the use of Newsela, No Red Ink to support students.</p> <p>In the World Language department, teachers use ACTFL “Can-do” statements when designing unit plans, and assessments. These are also very helpful as they are written in student-friendly language, and help students better understand the standards they are trying to meet. WL teachers have vertically aligned Spanish and French WL courses from levels 1 through IB SL/HL, however more work needs to be done to create Learning targets and gradation for all courses. One challenge that the WL department reports is that there is no World Language course offered in Middle School, so students do not have the experience of learning another language when they start Spanish or French 1 at Capuchino.</p> <p>The Science department reports that the district PD has been very helpful in the adoption of NGSS. While the work they have done backwards mapping form IB/AP standards has facilitated the vertical alignment between the courses, the Science department reports that they still need to work on developing common assessments that are NGSS aligned for each subject area. One of the challenges for this department is that there is no articulation with K-8. Still, the Science department reports that the IB science students’ success rate on IB and AP tests is at par with National levels.</p>	<ul style="list-style-type: none"> <li>● E-Skills</li>   <li>● English State Standards:<a href="http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf">http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf</a></li> <li>● PLC calendar</li>   <li>● <a href="https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf">https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf</a></li> <li>● <a href="http://www.cde.ca.gov/ci/cr/cf/document/s/foreignlangfrmwrk.pdf">http://www.cde.ca.gov/ci/cr/cf/document/s/foreignlangfrmwrk.pdf</a></li>   <li>● <a href="#">NGSS 3 course model</a></li> <li>● <a href="#">Capuchino adoption of NGSS standards</a></li> <li>● <a href="#">Physics</a> course of study</li>   <li>● <a href="#">Chemistry</a> course of study</li> <li>● <a href="#">Biology</a> course of study</li> </ul>

In Music, students are challenged to apply all skills previously learned as the forward motion of the curriculum is based upon those skills. Leveling instruction to meet the students' skills allows for them to move at a pace that reinforces the standards in each academic level as outlined in the National Standards for beginning, intermediate and advanced levels. This is important as each music course may have students at each of these levels (beginning, intermediate, advanced). This instruction is done across the Music curriculum.

The Special Education department supports General education teachers with accommodating and/or modifying curriculum. All of the General education teachers consistently follow the California State Standards, and the SPED teachers give both teachers and students support to help all learners reach the standards as best they can.

History teachers use unit maps aligned to the California State Standards to help guide instruction and pacing, as well as conduct weekly meetings to ensure that the essential concepts and skills are being taught within each course. IB teachers may use their specific pacing/curriculum guide to move through curriculum to prepare students for the IB exam in May.

Math teachers have a shared curriculum, pacing guides and common assessments that are aligned to the CCSS and Math Practice Standards. Math teachers report that, due to the diverse group of math learners at Capuchino, sometimes one course is unable to reach all of the standards. These standards are addressed in the next class.

- **National Standards for Music Education/Music Literacy**  
<https://nafme.org/my-classroom/standards/>
- <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>
- [Capuchino History & Social Science Course Descriptions](#)
- [CA State History & Social Science Standards](#)
- [http://www.corestandards.org/assets/CCSSI\\_Mathematics\\_Appendix\\_A.pdf](http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf)
- Algebra I Course of Study:  
<http://smuhsd-ca.SchoolLoop.com/file/1298972911118/1420876339517/8998699298076096769.pdf>
- Geometry Course of Study:  
<http://smuhsd-ca.SchoolLoop.com/file/1298972911118/1420876339517/2983416608291168525.pdf>
- Algebra II Course of Study:  
<http://smuhsd-ca.SchoolLoop.com/file/1298972911118/1420876339517/7417895375862824293.pdf>
- IB Math SL guide:  
<https://fettes.com/downloads/1370268016-SL%20Guide2.pdf>
- IB Math HL guide:  
[https://www.google.com/search?safe=active&rlz=1C1GGRV\\_enUS756US756&q=mathematics+HL+guide&oq=mathematics+HL+guide&gs\\_l=psy-ab.3..013j0i30k1j0i5i30k112j0i8i30k114.58596.59063.0.60507.2.2.0.0.0.90.159.2.2.0.dummy\\_maps\\_web\\_fallback...0...1.1.64.psy-ab..0.2.159...0i13k1j0i13i5i30k1.0.cmZpS5SeUHY](https://www.google.com/search?safe=active&rlz=1C1GGRV_enUS756US756&q=mathematics+HL+guide&oq=mathematics+HL+guide&gs_l=psy-ab.3..013j0i30k1j0i5i30k112j0i8i30k114.58596.59063.0.60507.2.2.0.0.0.90.159.2.2.0.dummy_maps_web_fallback...0...1.1.64.psy-ab..0.2.159...0i13k1j0i13i5i30k1.0.cmZpS5SeUHY)
- IB Math Studies guide:  
[https://erhs.la/sites/default/files/global/mathematical\\_studies\\_sl\\_guide.pdf](https://erhs.la/sites/default/files/global/mathematical_studies_sl_guide.pdf)

**Integration among Disciplines**

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>While all Capuchino departments report that interdisciplinary work is important, it seems that the interdisciplinary work that is happening in most departments is serendipitous at best.</p> <ul style="list-style-type: none"> <li>● The units that IB Spanish teachers develop treat interdisciplinary topics, however this is not planned with other PLCs outside of WL. For example, students take History of the Americas, and junior IB Spanish deals with history of Spanish/Latin America, but the teachers do not coordinate to create the unit(s).</li> <li>● The music curriculum incorporates multiple disciplines, yet they are not integrated with the other departments through cross curricular instruction. Instead they are addressed within the single discipline of music. The historical, scientific, mathematical, linguistic and artistic areas are incorporated in the instruction of music.</li> </ul> <p>Teachers report that there are obvious areas for collaboration (Algebra and Physics, math and graphing, history and nuclear weapons etc.), but there is not enough time in PLCs to develop the curriculum.</p> <p>Still, there are some areas where Interdisciplinary work can happen more easily, like the Teams. In general, the Teams meet once a week and they follow the same protocol. The teams align work content (<i>e.g.</i>, Frederick Douglass in English and reconstruction in Soc. Science) and skills (<i>e.g.</i>, leveled questions), and these appear recursively in all classes. When one discipline introduces something (like Soapstone), the other discipline reinforces it. Team teachers report that this applies to assessments as well. The teams report using Constructing Meaning strategies in an interdisciplinary fashion, but nothing this training does not provide anything explicit about how to plan interdisciplinary units.</p> <p>This is one of the challenges that the teams report- No training has occurred formally. Junior Team members may have interest in such possible trainings.</p> <p>In terms of Outsourced Curriculum, Capuchino has several courses that employ outside curriculum.</p> <ul style="list-style-type: none"> <li>● Green Construction: Capuchino provides this course through Skyline College. Students receive college units through Skyline while fulfilling HS grad requirements.</li> <li>● Step to College - Taught by SF State Faculty. Step to College students are high school seniors who take courses in critical thinking skills, computer skills, and other college preparatory courses for which they receive up to 12 units of transferable credit. Participating students receive help filling out university applications for admissions and financial aid.</li> <li>● AVID - One of the purposes of AVID is to restructure the teaching methods of an entire school to open access to the curricula that will ensure four-year college eligibility to almost all students.</li> </ul>	<ul style="list-style-type: none"> <li>● Focus Group Findings</li> <li>● IB Spanish teacher input</li> <li>● Music teacher input</li> <li>● Focus Group findings</li> <li>● Freshman, Sophomore, Junior Team protocols</li> <li>● Master Schedule</li> </ul>

**Articulation and Follow-up Studies**

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Capuchino articulates at different levels with different organizations. Some articulations are very successful, and others still need to be developed and strengthened.</p> <p>8th grade families and students have many options for interacting with and learning about the people, programs, and resources available at Capuchino. Eighth grade families and students who are interested in attending Capuchino can attend the Eighth Grade Family Night, an Incoming 9th grade Parent tour, a prospective 9th grade student tour, as well as eighth grade school shadowing.</p> <p>During February and March programming, Capuchino counselors and Admin meet with incoming eighth grade students at local middle schools to plan schedules. During this event, Spanish speaking students can take the Native Spanish Speakers Placement Test at Parkside middle school in order to determine eligibility for the SNS II course at Capuchino.</p> <p>SPED Teachers also meet with middle schools to establish Eighth Grade Transition Articulations between the 8th -9th grades. This helps to identify appropriate placement for incoming Freshman with IEP's.</p> <p>One of the bright spots is the articulation that occurs at Capuchino is the Music Department. The music director plans frequent visits to Parkside Intermediate and Taylor MS, both during the school day and outside school hours. These collaborative efforts between the Music Directors allow for the continuity of music education for students entering Capuchino. Many of the collaborations between the schools occur outside school hours with no compensation and include joint concerts, rehearsals, and competitive events.</p> <p>The Capuchino music program usually performs at events on campus (parent nights, sports events, drama, etc.) in order to promote the program. This can help students see what continuing with music at the high school level can be.</p> <p>Many teachers and departments have reported that this program should serve as a model for articulation, and added that the site/district should provide compensation for this work.</p> <p>Capuchino also works diligently to articulate with colleges and universities. The College and Career center organizes college visits and application workshops with presenters from CSM and Skyline, UCs, CSUs, and private universities. The College and Career Center also organizes Financial Aid Nights for families in English and Spanish.</p> <p>The Counseling organizes the Senior Parent Night, which is now available in Spanish as well. Parents get information on what they and their students need to do in order to end the year successfully. Furthermore, the Counseling department also encourages students to communicate with colleges and universities through the use of the Naviance</p>	<ul style="list-style-type: none"> <li>● 8th Grade Family Night</li> <li>● Student/Parent Tours</li>   <li>● Spanish Placement Test</li> <li>● February-March programming</li>   <li>● Transitional IEP's</li>   <li>● Middle School Band Day</li> <li>● Middle School Music Tour</li> <li>● Joint Concerts</li>   <li>● Early Bird Survey and Post-Grad Survey</li> <li>● Naviance Website</li> </ul>

website and [CaliforniaColleges.Edu](http://CaliforniaColleges.Edu).

AVID classes provide students with a window to various campuses via their annual NorCal and SoCal college tours. Any interested student can participate on these three-day trips to become familiar with UC and CSU campuses in the state.

Indirectly, students work on articulation through A-G approved curriculum and higher level AP/IB courses. Additionally, the IB student night and IB Reunion offer opportunities for current students to learn about college through the experiences of their peers. During the IB Reunion, Capuchino students in their first year of College/University come back to Capuchino, form a panel, and present their experiences to current/prospective IB students.

The SPED department also provides SPED students support for navigating life after high school. SPED students work on developing post-secondary transition goals and objectives to make better decisions about their future. They also meet biweekly with a Vocational Coordinator to determine college and career awareness. Finally, SPED students can also participate in field trips to local community colleges through the SPED department.

Finally, Capuchino offers its students the opportunity to take Community College classes on campus for high school and college credit. The ERWC (senior English course) uses curriculum created by CSU for better articulation with the college system. Students can also take college classes such as:

- Step to College
- Green Construction
- Math 190

## B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Indicators with Prompts

#### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Capuchino offers students a wide variety of course offerings and programs that can help guide them towards their make college and/or career goals. Students also get support and counseling throughout the process so they can be as prepared as possible to make their choices.</p> <p>At Capuchino, all students have access to IB courses. All students are encouraged to take at least one IB course, and approximately 70% of the students do so. Prospective IB students receive lots of support in order to select the best course, and to make the best decision for their situation. Students can audit an IB course for a day, participate in an IB tour, shadow an IB student, and speak to the IB coordinator/ IB teachers about the requirements for each course. Students are encouraged to learn as much as possible about the IB program before making decisions about the courses they wish to take. In the Spring of Sophomore year, the IB coordinator and counseling meet with each sophomore entering IB to present important information and discuss the program.</p> <p>Annually, all students meet with a counselor individually to discuss post-high school plans and course selection for the following year.</p> <p>The Special Education program utilizes District and local resources to develop interest and skills for post-secondary options. The Vocational Coordinator performs biweekly assessments and training for Juniors and seniors to develop career and college (post-secondary) skills and interests. Students also participate in field trips to local community colleges and local businesses. They also work on practical career skills, such as developing a resume, practice interviews, writing a professional email, and learning to advocate and communicate with adults/ peers. Finally, case managers develop Transitional Goals and Objectives developed in students’ IEPs.</p> <p>The College &amp; Career center has two coordinators who connect students with college and career opportunities, job placement, and help with the college admission process. The College and Career Center organizes events such as:</p> <ul style="list-style-type: none"> <li>● Career Day- Students can explore a variety of options via a Career fair at school. From a list of offerings, students choose two presentations to attend. Professionals from a variety of fields give these presentations and give students the opportunity to learn</li> </ul>	<ul style="list-style-type: none"> <li>● IB tours</li> <li>● Spring Programming</li> <li>● Master Schedule</li>   <li>● Senior one-on-ones</li>   <li>● Focus group findings</li>   <li>● Focus group findings</li> </ul>

<p>about the field and ask questions.</p> <ul style="list-style-type: none"> <li>• Summer Opportunities Fair- the College and Career center coordinators organize a fair in the Gym where students can speak to a variety of organizations that are offering jobs/internships/volunteer opportunities for teens. Students are encouraged to dress professionally and bring questions for the representatives.</li> </ul> <p>Unfortunately, one of the challenges that Capuchino faces as a small school is that the Master Board does not offer much flexibility in some situations. Some classes that students wish to take are not available due to low numbers, or constraints with sections.</p> <p>To make the issue more complicated, the district mandated that students could not take more than 6 classes, though Capuchino has a seven period schedule. As a result, Capuchino lost some flexibility in terms of scheduling students, and students lost the possibility of taking an elective course that interested them at the 9th and 10th grade level.</p> <p>There are some exceptions to this. Students who are in IB Diploma, Guided Studies, Directed Studies, or are taking a music course can still take seven classes.</p> <p>Capuchino offers several VAPA/CTE courses as well. There are other course offerings that will benefit the college bound student much more effectively than the CTE offerings. Music is a viable pathway for CTE and is not acknowledged by the District, students involved in music are required to take their CTE and must drop the music elective which looks much better on the college application than the CTE requirement that is not required statewide.</p> <p>Students who take music over their four years in high school show dedication, hard work, the application of time management and loyalty much like a team sport. In fact, music teams are a team in so many ways, they must work together to put out a superior product. They must learn to sound as one and to understand how multiple parts work to create a finalized performance. These skills look great to a college admissions team.</p>	<ul style="list-style-type: none"> <li>• Master Board</li> </ul>
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**Accessibility of All Students to Curriculum**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>At Capuchino, all students have access to advanced, rigorous science classes regardless of their previous academic experiences. There are no “gate-keepers” at Capuchino: if a student wants to be in the most rigorous courses, they can be. Previous/Prerequisite courses are only recommended for students but not required for class registration. One challenge is that some students do</p>	<ul style="list-style-type: none"> <li>• Focus group findings</li> </ul>

not self-select for advanced classes. In this situation, teachers can recommend the student with reservations.

The access to higher level courses that Capuchino provides was acknowledged by the EOP. In a study of Capuchino's course enrollment, the EOP found that course enrollment in advanced classes is diverse and this enrollment reflects the overall diversity of the campus.

The departments at Capuchino provide access to the students in the following ways:

- The math department offers a Summer Bridge and Summer Geometry so that students have the support to move into more rigorous coursework. Also, the offerings help support students' interests. IB Math Studies allows students who are more interested in Humanities (as opposed to STEM) to have an IB math class. Also, students have access to Springboard curriculum, which has online resources and videos to help students. For example, if a student needs to see the lesson multiple times or has been absent from school, they can use this platform to view the lesson. IB SL Math students also have access to MathSpace, an online tutoring assistant.
- Capuchino's counseling department shares paths to the most rigorous coursework with students, so they can see how to get to the most rigorous courses. For example, in the Social Sciences departments, students would start in Modern World History/Contemporary World Studies (an Advanced Standing course), move on to IB History of the Americas, and then IB Psychology.
- Many departments have used department Pull-out days to backwards map from IB so that beginning or entry level classes can better prepare students for the rigors of IB.
- Teachers in the World Language department prepare students in the first levels of the language for the rigors of higher level classes by doing IB practice activities
- The SPED department supports students in a variety of ways: Moderate to Severe students travel throughout the community on public transportation developing skills on sense of direction, use of money, purchasing items, using a list, and other independent living skills. Also, Mild Moderate students are in CTE classes, such as Green Construction and Food and Nutrition, to develop skills for preparation in the trade schools.

According to the student focus group, Capuchino offers a variety of classes that are relevant, rigorous, and help connect students to college and career. They report that the Leadership class helps develop tools/skills for school and life situations, and they value leadership skills. Climate change is an important topic to their lives, and they report that they study this topic in a variety of classes. Upperclassmen reported that they feel comfortable asking questions about the material, and about how the material connects to the real world. They also report that while Freshmen and sophomores may not see/feel an immediate, real-world connection, it is important that they have a variety of experiences. They report that the "school does give lots of choices, opportunities."

However, the students also report a challenge. They report that in some courses, there is some disconnect between the first and second year of IB courses. More importantly, they report that, in general, there is a huge jump

- EOP findings

- Focus group findings

- Student focus group



<p>between Freshman/Sophomore classes and IB classes. According to the students, the different styles of teaching that take place make it more challenging. They would like to see more common practices so that the programs feel more connected.</p> <p>According to the parent questionnaire, some parents feel that students do not have a lot of choice. Some parents report that students do not have the option to take higher-level non-IB courses. While they report that there are lots of ways to get information (parent nights, college information nights, etc.), they would like to be more involved in their students' course selection process.</p>	<ul style="list-style-type: none"> <li>● Parent questionnaire</li> </ul>
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**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Students at Capuchino don't have personal learning plans any longer. The 4-year plan that was used in the past isn't used any longer because there were too many changes. However, they do use Grad Cards in order to track and plan for upcoming years.</p> <p>The Counseling department reports that there is not enough time to design a 4-year plan and follow through with each student. Many parents agree with this. They feel that Capuchino is not very successful at connecting parents/students/and staff in order to develop a personal learning path due to the number of students on each counselor's caseload. Additionally, the counselors report that they believe that a 4-year plan may stress students out. They believe that it is more helpful to discuss "right now" or "next year" with students. However, counselors do review A-G requirements and eligibility with students one-on-one.</p> <p>To connect parents to their students' choices, Capuchino sends home a hard-copy of the programming sheet for parents to review and sign. Students are also encouraged to create Aeries account where they can make changes to courses before they meet with their counselor to finalize their schedule.</p> <p>Another very important resource for Capuchino parents is the PIQE (Parents for Quality Education) program. Parents report that it has made a significant positive impact on their knowledge of the school and how to help their students.</p> <p>Teachers discuss recommendations with students and, in the Spring, teachers access a reverse verification roster to review students' placement in classes.</p> <p>While staff can access transcripts on Aeries, and current grades on School Loop, Capuchino does not have a centralized place for parents/staff/students to access overall student progress, or long-term plans.</p> <p>When planning for college, students use the Naviance Website. This website allows them to:</p>	<ul style="list-style-type: none"> <li>● Focus Group findings</li> <li>● Parent questionnaire results</li> <li>● Focus group findings</li> <li>● Senior 1-1 meetings</li> <li>● Programming sheets</li> <li>● PIQE attendance rosters</li> <li>● Parent questionnaire</li> <li>● Reverse verification rosters</li> <li>● Focus group findings</li> <li>● Naviance</li> </ul>

<ul style="list-style-type: none"> <li>● Link to the Common App, so students can ask for letters of recommendation.</li> <li>● Fill out a "Senior Brag Sheet" for teachers</li> <li>● Fill out schools of interest and schools they are applying to</li> <li>● Request transcripts for private schools</li> <li>● Use scattergrams to determine eligibility for colleges (GPA and college acceptance)</li> </ul> <p>In the College and Career Center, the coordinators help students with:</p> <ul style="list-style-type: none"> <li>● College and career field trips</li> <li>● Connecting with colleges via college rep meetings</li> <li>● Application workshops</li> <li>● Work permits</li> <li>● Field trips and conferences for students to explore career paths</li> <li>● SAT prep</li> </ul> <p>Skyline College has recently had a greater presence on the campus. Capuchino counselors collaborate to make the entrance testing/registration process more user friendly for students.</p> <p>The Special Education have annual IEP's with Case Manager's, General education teachers, Administration, vocational coordinator, Parent and student to discuss transitional and post-secondary options. The IEP team discuss academic, executive skills, and transitional goals. The SPED department works closely with vocational coordinator to expose and develop post-secondary information and career/college goals.</p>	<ul style="list-style-type: none"> <li>● College and career events</li> <li>● Sign-ups for Application workshops</li> </ul> <p>SPED:</p> <ul style="list-style-type: none"> <li>● IEP's</li> <li>● Transitional assessment</li> </ul>
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- In the Fall, Career Speakers Day incorporates students from grades 10-12th. Students learn about a variety of careers, including:
  - Medical field
  - Giants Video Editing Staff
  - The Humane Society
  - Building Trades
  - Scientists
  - Accountants
  - Educational speakers

In addition, the SPEE department works closely with the transitional coordinator provided by the district to assess, prepare, and inform students about post-secondary options. Every IEP created needs to develop a transitional plan for every student in the special education program. Case managers assess, interview, expose, and create goals for post-secondary options for career and college. This is not a District-wide program, but Capuchino SPED teachers wanted to pilot this approach.

While these programs have not been formally evaluated, the data indicates that the number of students enrolling in CSUs is increasing

- Focus Group Findings

- [CSU data online](#)

## ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

### Summary (including comments about the critical learner needs)

Through the school's rigorous curriculum, students are provided a standards-based curriculum that prepares diverse learners for college and career. Teachers have access to and utilize a variety of research-based educational approaches to instruct the varied learner. Students have access to a wide variety of programs that provide a full range of choices beyond the academic core (English, Math, History, and Science) to prepare students for college and career. This includes classes in World Language, Physical Education, Career and Technical Education, Music, and the Arts. Through the school's International Baccalaureate program, students are offered opportunities to learn through research, analysis and application of the well-defined curriculum. We have found that our areas of growth include articulation with our feeder middle schools and integration among disciplines. We will continue to evaluate these indicators and move forward with improvement. Collaboration with our local community colleges provides a bridge to college for many of our students. In addition, the school has established support systems to meet the needs of academic learners that include clear pathways to college and technical schools. In short, the school has established a culture of continual improvement and life-long learning focused on meeting the needs of its diverse student body.

### Prioritize the strengths and areas for growth for Category B.

#### Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Capuchino High School is successful at implementing a rigorous and standard based curriculum that addresses the diverse needs of our students.

(B1) The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life. Teachers have read a variety of research articles and adopted whole school initiatives that focus on supporting the student's academic and socioemotional well-being.

- Research has shown students perform better when starting school later. Late start on Thursdays are implemented in place of early release days.
- Stanford Professor, Denise Pope, came to Capuchino and did a presentation on how to support the well balanced student. As a result, Capuchino has implemented Flex Days to give students exposure to learning opportunities and two weekly ASTs (Academic Support Time) for students to receive academic assistance from teachers and staff.
- Capuchino has adopted the smaller learning community model to help students have consistency throughout the Freshman, Sophomore and Junior year. Junior year is currently a pilot with US History & English.
- Most of the school is trained in Constructing Meaning to help focus on improving literacy across all content areas.

Additionally, specific departments have read research articles specific to their content area to help drive the implementation of their curriculum.

- Science teachers use the Next Generation Science Standards to anchor their curriculum and complete a vertical alignment to ensure that the essential skills are being taught throughout a student's high school career.
- Our Algebra I PLC has worked hard to implement a reworked research-based curriculum for our students' unique needs.

Capuchino is moving towards a 1-1 technology integration model to blend face to face teacher time with individual student online learning.

- Laptop carts and computer labs give students access to technology on a daily basis.
- Teachers have access to a variety of online resources to supplement their curriculum. Resources include Newsela, Quizlet, Grammarly, turnitin.com.
- Students and staff are able to use resources, such as Canvas and School Loop, to monitor academic progress. Special Education teachers use SEIS to write and edit IEPs for their students.

Capuchino students are exposed to higher education in different capacities. They have opportunities to take college courses on campus and have access to programs that promote higher education.

- Students are able to take the following courses: Green Construction through Skyline College, Math 190, and a CSU-approved senior English course, ERWC.
- Step to College, through San Francisco State University, is a program designed to promote higher education among underrepresented minorities and low-income students who would otherwise not have the opportunity or means to attend college. This is a collaborative effort between public high schools and the Graduate College of Education at SF State to motivate young people in realizing their educational goals.

There has been a school-wide initiative for more students of color and mainstreamed students to enroll in IB classes. IB is an advanced, international program that prepares students for college-level academic work. IB credit provides a GPA grade bump and the college experience in a high school environment. Students have the opportunity to learn at a higher, more sophisticated level for two years prior to starting college.

(B-2) Capuchino High School have different resources to access curriculum for all different level learners. The district provides vocational coordinators and transition coordinators for students with learning disabilities. Capuchino prioritizes mainstreaming in all classrooms for all students. The co-teaching (push-in) model in academic classes support students with learning disabilities and 504 plans to access the curriculum and place students in the least restrictive environment. Capuchino high school pioneers the full Inclusion model in the San Mateo High School Union District. All students also have access to IB courses and rigorous classes regardless of previous academic placement. Summer Bridge and Summer Geometry is offered so that students have the support (to move ahead); three IB math classes offered. IB Math Studies allows students who are more interested in humanities as opposed to STEM to have an IB class which gives them access. Capuchino students have access to Springboard curriculum, which has online resources and videos to help students who need to see the lesson multiple times or have been absent from school and need to view the lesson. IB SL Math students have access to MathSpace, an online tutoring assistant for students.

Capuchino has the Latino parent organization and the PIQE courses for parents to supports parents navigate through the high school system.

The counseling department meet annually with all students individually to discuss post-high school plans and course selection for the following year.

Skyline College has a greater presence at Capuchino and our counselors collaborate to make the entrance testing/registration process more user friendly.

All students meet one on one with counselors at least once a year to choose courses and plan for the following year. Seniors meet one-on-one with counselors to discuss graduation requirements, A-G eligibility, and college admissions.

### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

#### Access

- Students need access to seven periods to take extra classes and create paths to be ready for the rigors of IB/AP classes.
- Math: Would like to explore alternative pathways to allow Math SL class available for sophomores.

#### Schoolwide focus

- While we have a mission statement/school goal, how that translates is dependent on department or PLC. While we are currently working on learning targets, those are content-specific, and do not bring the students and teachers together in a meaningful way. Teachers and students could benefit from a schoolwide focus on specific skill building that students realize are transferable from course to course.

#### Tracking

- We need to reduce tracking that has resulted from offering Advanced Standing classes, varying Math classes, student electives, EL courses, Support classes, and establishing Freshmen and Sophomore student teams. While these offerings provide more positive elements to students than not, we recognize that tracking or creating very specific programs, can

cause homogeneous classrooms. It's important for students to have access to diverse classrooms with mixed abilities and the benefit of peer modeling.

#### Articulation

- We see articulation with the middle schools as an area of growth. The music department has a successful articulation model that could be replicated across the school. However, this model requires teachers at both K-8 and 9-12 schools be compensated for their time.

#### Special Education full inclusion model

- The push-in model for special education needs to be evaluated. While some SPED students are successful in this model, we feel some others are not because they lack the skills necessary to keep up with the pace and level of instruction. This causes some SPED students to get frustrated and act out, which in turn causes a level of disruption in the classes that distracts from an otherwise productive learning environment. We need to evaluate what the successes and challenges other schools in our area have.

#### Alternative plans

- Alternate schedules/ programs for students identified as credit and skill deficient

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

#### Indicators with Prompts

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Teachers and administrators at Capuchino High School use observations of students and examination of student work to explore the degree to which all students are involved in learning and achieving the academic standards and the expected schoolwide learning results (E-Skills).</p> <p>As part of the work in PLCs conduct grade level, departmental, and cross-curricular peer observations and examine test scores and student work. PLCs examine student work as part of the Cycle of Inquiry. Additionally, PLCs receive training on a Student Work Protocol to use while reviewing student work.</p> <p>English 1 and English 2 teachers, as well as Freshman and Sophomore Team teachers examine common assessment data via the Scholastic Reading Inventory scores. Also, the Freshman and Sophomore Teams use a district-designed observation protocol to observe team strategies.</p> <p>Several departments report that students create portfolios or culminating projects that are shared and evaluated in a variety of ways:</p> <ul style="list-style-type: none"> <li>● IB portfolios</li> <li>● Art performances</li> <li>● Studio Art Shows</li> <li>● Art Portfolio Websites</li> <li>● Econ.: Small Business Project</li> <li>● Modern World History, U.S. History and Government: Annotated Bibliography</li> </ul> <p>Teachers and administrators at Capuchino High School have evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities, and modified instructional approaches based on findings:</p> <ul style="list-style-type: none"> <li>● Counselors and administrators examine AS and International</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty meetings</li> <li>● PLC meeting agendas</li>   <li>● Freshman &amp; Sophomore Team Meeting minutes</li> <li>● 9th/10th/11th grade data chart</li> <li>● Team peer to peer observation notes</li>   <li>● PLC meeting notes</li> <li>● Freshman and Sophomore team meeting notes</li> <li>● Focus group findings</li>   <li>● IB class descriptions</li> <li>● IB and AS class rosters</li> <li>● ASE and peer tutoring sign-in</li> </ul>



<p>Baccalaureate IB class rosters to make sure higher level classes reflect school ethnic demographics.</p> <ul style="list-style-type: none"> <li>• Dedicated after school programs, including the After-School Enrichment (ASE) program and peer tutoring were designed to help students with diverse backgrounds access and succeed in rigorous classes.</li> <li>• Various levels of ELD and sheltered courses such as Sheltered Algebra I, Geometry, ELD Math, Chemistry and Physics, Sheltered US History and Government ensure that students are engaging in the curriculum to the fullest extent possible.</li> </ul> <p>Capuchino has also changed its support model for SPED students. Capuchino uses a School-wide inclusion program where classes are co-taught by a SPED teacher and a general Ed teacher. This way, students have access to the same rigorous curriculum with the supports they need. Special Education case managers regularly observe student engagement and monitor student work. They also communicate with the classroom teachers to discuss SPED student’s progress on goals and get feedback for IEP’s.</p>	<p>documents, flyers</p> <ul style="list-style-type: none"> <li>• COMITE rosters</li> <li>• Class Rosters</li> </ul> <ul style="list-style-type: none"> <li>• Master Board</li> <li>• Co-taught classes</li> <li>• IEPS</li> <li>• IEP Accommodations</li> </ul>
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**Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Over the past three years, Capuchino teachers have worked on developing Learning Targets in all PLCs. Some PLCs and departments are further along in their development and implementation of these, but, according to the Student Focus Group, all students know what they are.</p> <p>Classrooms throughout Capuchino have the Learning Targets available to students in a variety of formats:</p> <ul style="list-style-type: none"> <li>• As notes at the beginning of a unit</li> <li>• As part of a packet that students keep and review throughout a unit</li> <li>• On a live agenda online</li> <li>• On a variety of handouts throughout the unit for students to reflect on their learning</li> </ul> <p>Additionally, teachers use a variety of ways to review their LTs with students:</p> <ul style="list-style-type: none"> <li>• LTs are posted and reviewed with students daily as part of daily agendas</li> <li>• Learning Target Self-Assessment Google Surveys</li> <li>• Learning Target self-evaluations on paper</li> <li>• Learning Target exams</li> </ul> <p>Some teachers report that they need more training around Learning targets to make them more effective in their classes.</p> <p>According to the students, when Learning Targets are “done well,” LTs ask</p>	<ul style="list-style-type: none"> <li>• Student Focus Group Findings</li> <li>• PLC notes/agendas</li> </ul> <ul style="list-style-type: none"> <li>• Peer walkthroughs</li> <li>• PLC meeting notes/agendas</li> <li>• Student Focus Group findings</li> <li>• Targets and gradations from each department</li> </ul> <ul style="list-style-type: none"> <li>• Focus group findings</li> </ul>

<p>students to see where they are, and they also help students see HOW to learn.</p> <p>Besides Learning Targets, teachers at Capuchino employ a wide variety of strategies to inform students about the standards/ expected performance levels they should meet:</p> <ul style="list-style-type: none"> <li>● A course syllabus is required for each course and the syllabus is posted on School Loop/Google Classroom/Canvas, many students also receive a paper copy at the beginning of the year.</li> <li>● Teachers use course-specific, departmental and IB rubrics to assess work. Rubrics are given to the students as a way of guiding their work.</li> <li>● Many teachers refer to the Common Core, state content standards, and Next Generation Science Standards (NGSS) and share them in student-friendly language or “I can” statements.</li> <li>● Some teachers use peer evaluations, focus questions</li> <li>● Many teachers present previous student work to current students</li> <li>● Reviews and pre-tests are widely used to show students the expected level of performance.</li> <li>● Diagnostic tests and formative assessments provide feedback to the students expected levels of performance.</li> <li>● Through student interviews, dialogues and surveys, the faculty and staff learn about the students’ perceptions of their school and their learning experiences in the classroom.</li> <li>● In Special Education (SPED) classes, case managers and aides dialogue organically with students daily regarding their perceptions.</li> <li>● PE/ Students review their progress by assessing themselves weekly. Students reflect on their progress.</li> </ul>	<ul style="list-style-type: none"> <li>● Student Focus Group findings</li>   <li>● Course syllabi</li> <li>● Classroom practices</li> <li>● Learning targets and Gradations from departments</li> </ul>
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**Differentiation of Instruction**

**C1.3. Indicator:** The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
<p>Capuchino’s instructional staff members differentiate instruction, evaluate its impact on student learning, and continuously make appropriate changes to ensure student success.</p> <p>All teachers employ differentiated instruction, and some use tools to understand different learning styles.</p> <p>The IB program itself provides built-in differentiation. Students who want to challenge themselves can do the IB Diploma program, which is the most intense and rigorous program available on campus.</p> <p>Otherwise, students can take individual classes to meet their needs/interests. For some courses, students can choose to take the HL (Higher level) course, or the SL (Standard Level) course. Students can self-select for these levels with guidance from their</p>	<ul style="list-style-type: none"> <li>● Focus group findings</li> <li>● Classroom practices</li>   <li>● IB Diploma Program</li>   <li>● SL/HL IB class offerings</li> </ul>

counselor and the IB coordinator.

In addition, IB Math has a third level, IB Math Studies SL. This course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. The course focuses on mathematics applications without the abstract mathematics focus of the other two levels.

Many teachers on staff have received Constructing Meaning (CM) Training. As a result, those teachers employ the following:

- Teachers provide explicit language support, and develop students’ abilities in analytical skills of: cause and effect, compare and contrast, description and elaboration, sequencing, and proposition and support
- Teachers provide instruction on signal words and sentence frames to generate academic language
- Teachers give students support with “Brick and Mortar words” relevant to their disciplines
- Many teachers offer structured support to students who are ELL, Reclassified, LTEL or otherwise struggling with language by providing optional sentence frames

The growing availability of computers and computer carts on campus has made differentiation via technology easier than before for teachers. Some of the tech tools that teachers use on campus are:

- Kahoot, Quizlet.live, Peardeck, Google Classroom and GAFE, Vocaroo, Padlet, Linoit, Phet interactives, Screencastify, various databases, NoodleTools Smart Music, Canva, Symbaloo, YouTube, Adobe Creative Suite, Wirecast, School Loop, PHETs interactives, Loggerpro software, spreadsheets.

In addition, some tech tools that teachers use, like NewsELA and NoRedInk have been developed specifically to differentiate by the students’ ability level.

Also, Capuchino offers students OSCR classes to provide remediation so that students may stay on track to graduate.

Teachers report that the school still needs more 1:1 carts to truly meet the needs of all students. The use of more technology in classes has also brought up a challenge: while computers in classrooms help to even the playing field, and provide opportunities for differentiation, assigning more work that requires the use of a computer and high-speed internet has widened the digital divide for many students as many students only have cell phones at home.

As a result of this, Capuchino has started a computer loaner program to make technology-based assignments more accessible to all students.

There are other ways, besides technology, that teachers on campus differentiate for students. Some teachers provide opportunities to learn outside through hands-on math projects, for example, science investigations, and photography and video production assignments. Teachers often facilitate group activities providing opportunities for peer-

- IB Math course offerings
  
- CM district training
- CM Literacy Coaches
- District website
  
- Classroom practice
  
- Use of NewsELA and NoRedInk
  
- Master Board
  
- Focus Group findings
  
- Student list for loaner computers
  
- Classroom practice

<p>to-peer learning. Mathematics students experience hands on lessons measuring buildings and trees on campus using trigonometry, and IB Mathematics students collect their own chosen data to analyze for their IAs (Internal Assessments).</p> <p>Algebra I, Geometry and Algebra II teams have created differentiated sets of learning targets that are made explicit to students. Students can retake assessments if they do not meet the standard of proficiency, and they are supported through the process of re-studying. After meeting the proficiency standard, all students are encouraged to achieve at the “advanced” level. This comes along with much discussion of growth mindset. Many teachers in other disciplines also provide students the opportunity to retake tests/assessments to some degree.</p> <p>In the English and Math departments, class sizes have been reduced by collapsing support classes. This way, teachers can offer more support for all 9th grade students. The Special Education Inclusion Model teams a general education teacher with a special education teacher in the same classroom to support differentiation.</p> <p>For SPED teachers, differentiated instruction is an integral part of teaching students with emotional disturbances, processing disorders and/or attention deficits. Staff is constantly modifying instruction and teaching techniques in order to help students to access the standards-based curriculum.</p> <p>Campus-wide, Academic Study Time (AST) on Wednesdays and Thursdays gives students a block of time to use how they see fit. Some students uses for AST are:</p> <ul style="list-style-type: none"> <li>● Retaking assessments</li> <li>● Completing class assignments</li> <li>● Using computers</li> <li>● Meeting with other students for peer tutoring, group projects, collaboration</li> <li>● Completing college applications</li> <li>● SAT prep classes</li> <li>● Meeting with counselors</li> <li>● Students on the Principal’s D/F list are required to meet with peer tutors in the library for academic interventions</li> </ul> <p>While teachers can evaluate the efficacy of the strategies they use in their PLCs as part of the Cycle of Inquiry, it is not done universally or systematically. Some PLCs are more focused on looking at student work/analyzing effectiveness of strategies/assignments, others are more focused on development of materials and strategies.</p>	<ul style="list-style-type: none"> <li>● Focus group findings</li>    <li>● Classroom practice</li> <li>● Focus group findings</li>     <li>● Classroom practice</li> <li>● Focus group findings</li> <li>● Inclusion Model</li>     <li>● Classroom practice</li> <li>● Focus group findings</li>     <li>● Classroom practice</li> <li>● Focus group findings</li> <li>● Informal teacher observations</li>     <li>● PLC notes/agendas</li> <li>● Focus group findings</li> </ul>
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**C2. Student Engagement Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

**Indicators with Prompts**

**Current Knowledge**

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers at Capuchino High School partake in a wide variety of professional development and collaboration offered on and off campus. As a result, teachers are current in the instructional content taught and researched-based instructional methodology.</p> <ul style="list-style-type: none"> <li>● Teachers use instructional technology such as Kahoot, Quizlet.live, Peardeck, Google Classroom, Vocaroo, Padlet, Linoit, Phet interactives for science, Screencastify, databases, NoodleTools (for citing sources and electronic notecards) in order to engage students and meet their needs.</li> <li>● Teachers provide opportunities to learn outside through hands-on math projects, science investigations, photography and video production assignments.</li> <li>● Teachers often facilitate group activities providing opportunities for peer-to-peer learning.</li> <li>● All departments use the work that was generated by previous consultation with The University of California at Berkeley History-Social Science Project (UCBHSSP) to backwards map their contents within departments. Teachers are implementing literacy strategies based on this work as well as on the Constructing Meaning trainings.</li> <li>● In SPED classes, researched-based instructional methodology is used as it relates to special education and learning and memory theory. Ongoing learning through available reading material, independent research incited by relevance, and outside education</li> <li>● E-skills are posted on walls. Effectiveness of decisions and processes are discussed at department meetings and we are constantly re-evaluating and revising, in our PLC’s academically we meet with our PLCs and use the cycle of inquiry</li> <li>● PD: SPED has done SEIS training, Suicide prevention training, Autistic Disorders Certification, AVID training, Co-teaching/Inclusion training.</li> <li>● World Language cultural travel abroad with and without students</li> <li>● SPED Subject Matter Verification Process for Secondary Teachers in Special Settings (VPSS) coursework</li> <li>● IB trainings- IB teachers attend conferences to update curriculum and learn teaching methods with teacher across the country.</li> </ul>	<p>Kahoot                      Google Classroom  <a href="#">Phet interactives in science</a>                      NoodleTools                      Quizlet</p> <p>Unit Maps</p> <p>Teacher anecdotes and slideshows                      VPSS paperwork</p> <p>IB training handouts                     <ul style="list-style-type: none"> <li>● Extended Essay Advisors</li> <li>● ManageBac</li> <li>● <a href="#">IB visual arts training workbook</a></li> </ul> </p> <p>Workshop agenda</p> <p>Project notes</p> <p>Agendas                     <ul style="list-style-type: none"> <li>- <a href="#">Design Thinking workshop</a></li> <li>- <a href="#">CTE professional development workshop</a></li> </ul> </p>

<ul style="list-style-type: none"> <li>• Teachers new to the district all attend professional trainings on Culturally Responsive Teaching, Constructing Meaning, etc.</li> <li>• Summer Humanities Institute - 3 day summer training plus two separate follow up trainings during the school year</li> <li>• Canvas - many teachers are piloting the new learning management system and attended district training during the summer; they are also attending several follow up sessions during the school year</li> <li>• PLCs meet regularly to analyze student work collaboratively. PLCs can get coaching from the Instructional Coaches to aid in their analysis.</li> <li>• Art counsel and Career Technology Education (CTE) trainings and workshops</li> <li>• Technology workshops _ Digital Bridge workshops held in August to introduce new technology and usage to staff with access to carts.</li> </ul>	
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**Teachers as Coaches**

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
<p>Capuchino teachers and the dean work as coaches to facilitate collaborative, student driven learning for programs and classes. These interactions occur in a variety of different ways in each discipline/ area.</p> <p>Interventions:</p> <ul style="list-style-type: none"> <li>• Community &amp; Restorative Circles</li> <li>• The dean coaches individual students to help modify behaviors.</li> <li>• The Freshmen/Sophomore Team meets with Students of Concern- Teachers work with struggling students to coach them to evaluate their progress and challenges.</li> </ul> <p>IB program:</p> <ul style="list-style-type: none"> <li>• IB Diploma students design/engage in a collaborative project (based on their own interests) as part of their CAS (Creativity, Activity, Service) hours.</li> <li>• IB students work independently on IAs (Internal Assessments) while guided by their teachers as mentors/coaches.</li> <li>• IB Diploma Students write extended essays over the course of a year. Each student has a faculty advisor to coach them through the process.</li> <li>• All IB classes have IAs (internal assessments). In some classes,</li> </ul>	<p>Lesson plans</p> <p>Managebac</p> <p>CAS in Managebac Sophomore Team student work</p> <p><a href="#">Physics Collaborative Investigation</a></p> <p>Lab groups; POGIL (Chemistry and</p>

<p>students choose their own topics and teachers guide them through this process.</p> <ul style="list-style-type: none"> <li>● In IB Spanish for the IB Written Work, teachers guide students in: choosing appropriate topics/themes/text types, sources, etc. Students make the ultimate choices about their work</li> </ul> <p>Instructional approaches:</p> <ul style="list-style-type: none"> <li>● In terms of learning targets living in the coaching model, teachers are still building capacity with learning targets-- many report that they are on the way to using learning targets and gradation, along with student reflection on their learning, in order to guide students to greater academic achievement.</li> <li>● Mathematics classes incorporate learning reflections as part of instruction or assessment. Teachers review the reflections so they can guide students to set goals.</li> <li>● Teachers structure student reflection and student self-assessment</li> <li>● Teachers across disciplines create projects based on collaborative learning models</li> <li>● AVID, Math and Leadership classes make use of coaching model regularly.</li> <li>● The arts classes use portfolio system where students are coached to develop their work</li> <li>● Through their English classes, all 10th grade students complete a research project/paper based on a self-selected topic of interest.</li> <li>● In Spanish 1 and 2- unit is broken down into learning targets, students self-assess on progress especially before the summative assessment</li> <li>● Many teachers facilitate Socratic seminars and fishbowl conversations in classes and other forms of pair and small group conversations.</li> <li>● Students work collaboratively in creating procedures to conduct investigations in science. The teacher provides feedback to their methodology</li> <li>● There is a growing shift towards more student-focused lessons and less lecture, such as gallery walks</li> </ul> <p>Classroom setup:</p> <ul style="list-style-type: none"> <li>● Many classrooms employ group seating (in pods or tables) to facilitate daily collaborative learning.</li> <li>● Standing desks are available in many classrooms</li> </ul>	<p>Biology); Project-based learning in Physics: crash-barrier; NGSS emphasis on model.</p> <p>Student Work</p> <p>Seating Charts</p> <p>Managebac</p> <p>Evident in classrooms</p>
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**Examination of Student Work**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Representative samples of student work demonstrate that Capuchino students have structured and reflective learning opportunities so that they can organize, access and apply knowledge they have already acquired.</p>	

<ul style="list-style-type: none"> <li>• Many teachers use a teach-model-practice-apply method so students revisit concepts in order to reach mastery.</li> <li>• Many teachers use a form of reflective learning to help students organize, access and apply knowledge of both content and process.</li> </ul> <p>Representative samples of student work demonstrate that Capuchino students have the tools and resources to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this in culminating projects and presentations.</p> <ul style="list-style-type: none"> <li>• Many courses require research projects that culminate in students communicating what they have learned or created.</li> <li>• Students use the library, computer lab, career center and other resources to access information and tools.</li> <li>• In SPED classes, information is offered organically during rapport building conversations. Students are encouraged to gather, inquire and discover knowledge whenever possible.</li> <li>• IB courses demand instruction in gathering, evaluating and synthesizing source material.</li> <li>• Freshman technology orientation guides students in using various types of technology used on campus. They apply these skills in various classes.</li> </ul>	<p>Lesson Plans</p> <p>Learning target reflection</p> <p>Goal Setting logs in IB Seminar</p> <ul style="list-style-type: none"> <li>• SMUHSD and Peninsula Library System (PLS) Subscription Databases</li> <li>• Noodle Tools</li> <li>• Managebac where IB students follow deadlines and post internal assessments, extended essay, CAS evidence and reflections</li> <li>• Google classroom</li> <li>• Library and computer lab calendars</li> <li>• Coaching models/LT's: We use the coaching model of guide, advise, and intervene on a daily basis.</li> </ul> <p>Student Work</p> <p>Course Syllabi</p> <p>Canvas</p> <p>School Loop</p> <p>Google Classroom</p> <p>Projects: Using Google Sheets to document run times/create graphs, watching videos and answering questions, online quizzes, discussion boards, article summaries...</p> <p>Troubleshooting technical issues without computers in class is extremely challenging.</p>
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**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
<p>Representative samples of student work demonstrate that Capuchino students are given ample opportunities to think, reason, and problem solve in group and individual activities, projects, discussions, debates, assessments and inquiries related to investigation.</p> <ul style="list-style-type: none"> <li>● Many departments use culminating projects that ask students to think, reason and problem solve individually and in groups:                             <ul style="list-style-type: none"> <li>○ US History Museum Exhibit Websites</li> <li>○ Econ Culminating Project</li> <li>○ Spanish IB culminating projects</li> <li>○ Physics culminating semester projects: a) Design of a Crash Barrier. Students design a crash barrier and explain the engineering process with physics concepts; b) Rube Goldberg Project: Students design a machine that performs a simple task, and explain all the “steps” in terms of physics.</li> </ul> </li> <li>○ Math: Comparison problems, students explain varying entry points and processes to a problem and decide which method is accurate.</li> <li>○ U.S. History (Kahoot Quizzes) and Modern World History (Socratic Quizzes)</li> <li>○ Social Studies Teachers use essay planners to plan writing</li> <li>○ IB Film and Art of Video collaborate in groups to write screenplays and produce original short films</li> <li>○ IB Film students manage and produce the weekly Mustang News broadcast</li> <li>○ Vocaroo recorded conversations in English classes</li> <li>○ Vocaroo individual and interpersonal recordings in Spanish classes</li> </ul> <ul style="list-style-type: none"> <li>● Socratic seminars are widely used throughout the school.</li> <li>● Group quizzing models real world collaboration and facilitates the construction of knowledge.</li> <li>● Teachers employ the use of essay Planners</li> <li>● AVID tutorials done twice a week are student driven and use inquiry methods to work through challenging material.</li> <li>● In SPED classes students develop critical thinking through conversation and investigation into relevant topics related to an expanded from curriculum learned in their other classrooms spanning from fictional books to psychological studies relevant to student’s need and interest. This is also done through scaffolding using the use of various learning strategies.</li> <li>● Students regularly problem solve in cooking class. Whenever a recipe goes awry, students need to problem solve to decide what they want to do about it.</li> <li>● Scholastic Reading Inventory (SRI) tests match students to the appropriate level of a text to maximize comprehension.</li> </ul>	<p>Course syllabi Student work</p> <p>Walk-throughs</p> <p>Modification of Assignments</p> <p>SRI score data</p>

**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Representative samples of student work demonstrate that Capuchino students use a multitude of technological tools to assist them in achieving the academic standards and the E-Skills.</p> <ul style="list-style-type: none"> <li>● Students regularly use Chromebooks in many classrooms</li> <li>● SRI Tests</li> <li>● Many freshmen students used a software called Nawmal to create a cartoon version of Romeo and Juliet.</li> <li>● Many assignments require multimedia presentations (such as Prezi and Powerpoint)</li> <li>● Students use the Adobe Creative Suite in Digital Photography and Film classes</li> <li>● Students who take Animation learn how to use the Wacom tablet</li> <li>● Students use equipment and software including: wirecast, teleprompter, video cameras, audio mixers, digital recorders, green screen, etc.</li> <li>● Digital Photography classes provide opportunities for students to use DSLR cameras and industry standard editing software</li> <li>● Use of software to demonstrate achievement of the academic standards.</li> <li>● Math: Desmos, Math space, IXL, OSCR (Compass learning), teacher.desmos.com</li> <li>● Use of School Loop to manage course content and assessment.</li> <li>● Use of Google Classroom to manage course content and assessment.</li> <li>● Use of Google Suite to complete digital assignments.</li> <li>● Use of Canvas as a comprehensive learning management system.</li> <li>● Use of Probes in science.</li> <li>● Use of graphing calculators in Math.</li> <li>● Assistive technology such as talk-to-text apps in Special Education.</li> <li>● Document Cameras used by students to present, annotate documents, participate in think-alouds</li> </ul>	<p>1:1 initiative</p> <p>Student projects Assignment rubrics Flipgrid assignments Screencastify projects MoveNote Google Sites Canvas Padlet</p> <p>Math: Compass in OSCR Math Space: To check student readiness. IXL: Assess student progress and performance. Student do a hand drawn sketch and make the drawing using lines from desmos..</p> <p>Photographs of labs</p> <p>School Loop</p> <p>Student assignments</p> <p>Google Sheets for data analysis and graphing Canvas</p>

<ul style="list-style-type: none"> <li>● The English department uses an online curriculum to help students with grammar.</li> <li>● Students’ reading levels are regularly assessed to determine growth in literacy.</li> <li>● The WL department uses tools such as Conjuguemos and Quizlet to facilitate students practicing vocabulary and grammar content. It uses Newsela to access authentic readings. Other tools used in the WL department: Vocaroo, Flipgrid, Screencastify, Movenote for voice recordings, or as part of bigger projects/assessments, Kahoot, Quizlet for review, formative assessment, vocabulary practice, Google docs, slides for collaboration, projects, written work, presentations</li> <li>● The English and Social Science departments uses NewsELA in order to allow students to interact with non-fiction texts in a digital format</li> <li>● Students use flip cameras and personal phones to record video presentations in cooking class.</li> </ul>	<p>No Red Ink</p> <p>SRI</p> <p>Conjuguemos, Quizlet, Newsela, Vocaroo, Flipgrid, Screencastify, Kahoot, Movenote, Google products</p>
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**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Representative samples of student work demonstrate that Capuchino students use materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services within and outside of the classroom.</p> <ul style="list-style-type: none"> <li>● Many students are trained in how to use databases to research, and Noodletools (citation and electronic notecard web-based tool) to keep track of research findings. Many departments collaborate with teacher librarian to use resources for projects and essays.</li> <li>● Students are taught how to evaluate the credibility of sources when completing research projects and essays or use the CRAAP (currency, relevance, authority, accuracy, purpose) test on online information.</li> <li>● Many departments share the educational philosophy that education needs to extend beyond the text and assign research projects where students locate other sources of information.</li> <li>● In SPED classes, students are exposed to other resources through the use of the internet and alternate sources when applicable. Students are given opportunities to go to the library whenever necessary.</li> <li>● Social Science department utilizes Librarians to familiarize student with the district’s licensed database and online newspapers.</li> <li>● Research projects that move beyond textbook resources and utilize Noodletools (citation and electronic notecard web-based tool) and subscription databases.</li> </ul> <p>Representative samples of student work demonstrate that Capuchino students have opportunities to access, with their classes and on their own, data based, original source documents, computer information networks and movies.</p> <ul style="list-style-type: none"> <li>● The library purchases licenses to Gale research databases (Student Resources in Context, Biography in Context, and Opposing Viewpoints in Context as well as Facts on File (Today’s Science, Issues and Controversies, and Issues and Controversies in American History) as well as show access to the Peninsula Library System databases for student use.</li> <li>● History, Statistics, the Arts and Biology classes look at primary source documents (sometimes whole documents, sometimes excerpts).</li> </ul>	<p>Use of library databases in Physics for Solar System research project. Extended Essay</p> <p>Sophomore English Research Essay US History Research Projects</p> <p>Use of nytimes.com for current scientific discoveries in Astronomy. Flocabulary.com used in Social Studies classes</p> <p>Library purchase records</p> <p>History, Statistics, Biology and Arts primary source documents. Stanford History Education Group/ Reading Like a Historian (SHEG website) “Choices” Program “TCI” supplemental materials</p> <p>Student worksheets that examine primary sources</p> <p>Library purchase records</p> <p>Course calendar</p> <p>Critique notes</p>

<ul style="list-style-type: none"> <li>• Many classes regularly use the computer labs to access original source materials.</li> <li>• Art of Video classes use extracts from movies to critique.</li> <li>• World Language use target language publications, songs and movies.</li> <li>• Students participate in field trips to a variety of places including art exhibits, supermarkets and local restaurants, etc.</li> <li>• Team Field trip to colleges</li> <li>• GATE field trips</li> <li>• Freshmen and Sophomore students have voluntarily engaged in a day to learn empathy and respect</li> <li>• IB Math students IA research paper.</li> <li>• Algebra 1 is creating an in-house curriculum to meet incoming student needs.</li> </ul>	<p>World Language publications</p> <p>Culinary classes Sophomore Team Field trip to SF State, Stanford, Berkeley</p> <p>Art museums field trips, theater field trips</p> <p>Challenge Day</p> <p>Algebra 1 Curriculum</p> <p>Mars Tasks Desmos</p>
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**Real World Experiences**

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Findings	Supporting Evidence
<p>Representative samples of student work demonstrate that Capuchino students have teacher, staff and student organized experiences, activities, guest speakers and resources which link student to the real world</p> <ul style="list-style-type: none"> <li>• IB Diploma students are required to regularly engage in community service over the course of their junior and senior years.</li> <li>• Sophomore students are required to engage in 10 hours of community service over the course of the year.</li> <li>• Many departments have guest speakers that share real world information with students.</li> <li>• Sojourn to the Past trip</li> </ul>	<p>CAS requirement</p> <p>Sophomore Team community requirement</p> <p>Spanish, Culinary Arts, Health, Ceramics, College Reps and Counselors</p>

<ul style="list-style-type: none"> <li>● Guest speakers from Art colleges and working artists to discuss careers within the arts</li> <li>● Representative samples of student work demonstrate that Capuchino students have opportunities for shadowing, apprenticeship, community project field trips and other real world experiences and applications particularly relating to college and career that are available to all students.</li> <li>● In SPED classes staff researches plausible job, vocational and volunteer opportunities that match the individual desires and needs of our students with our students. They also aid students with the research, exploration, application, interviews and follow through involved in creating real world experiences.</li> <li>● All tenth graders have the chance to attend a college visit.</li> <li>● AVID and the career center host application workshops (job and college applications).</li> <li>● AVID takes college field trips open to all students</li> <li>● Students write a resume in culinary class.</li> <li>● Students have an option to write a cover letter, personal statement, personal insight answers (for UCs), or a scholarship application letter.</li> <li>● Students are exposed to and do research on various careers in the culinary/nutrition field.</li> <li>● Some students participate in Outdoor Education, where they volunteer to be cabin leaders for younger Elementary students.</li> </ul>	<p>College Field Trip attendance sheet  AVID field trip slideshow  IEP transition page    Application Workshop roster</p>
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## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).**

### **Summary (including comments about the critical learner needs)**

Capuchino is excelling at many aspects of instruction; for example some of our strongest programs are using technology to differentiate instruction per attachments.

Capuchino has a school-wide commitment to Constructing Meaning (CM), a cross-curricular literacy program that all teachers have been trained in and actively use. This common framework allows us to support all students and offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the new California Standards for Learning.

Capuchino is a highly collaborative environment facilitated by academic language and literacy coaches. Collaboration begins with teacher to teacher in our PLCs and teams, then extends down to support the students in their collaborative learning. One of our biggest successes in recent years is the formation and steady expansion of the Freshman and Sophomore Teams, as well as our pilot Junior Team for more data-driven instruction and interdisciplinary curriculum based on best practices.

While we have grown considerably in our use of learning targets across content areas, there is still considerable need for professional development as well as time working in our learning teams to write meaningful gradations for our learning targets. Likewise, we need to help students gain a deeper understanding of how these target and gradations are useful and impactful in their own learning.

There is a need for all students to regularly engage in structured academic discussions, about meaningful topics, in all content areas.

One current challenge is Capuchino's inability to offer all students access to course pathways. Due to district budget restrictions, this year many students have not been able to enroll in all the courses that they requested. This has denied students the opportunity to enrich their education with VAPA classes.

**Prioritize the strengths and areas for growth for Category C.**

### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Use of Technology and learning software
- Opportunities for group learning
- Supporting our freshmen in transitioning to high school
- Project based assessments
- Supporting our ELD students using CM strategies
- Differentiated curriculum and assessments
- Inclusion program
- Professional Development
- Freshman/Sophomore Team
- Interdisciplinary Instruction

### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Further development of Learning Target Gradations is needed
- Students understanding and use of gradations in their own learning needs to be developed
- Structured Academic Discussion could be used more systematically

## Category D: Standards-based Student Learning: Assessment and Accountability

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Capuchino High School uses a variety of effective assessment processes to collect, disaggregate, and analyze student performance data.</p> <p>The District and site provides D/F data for Capuchino as well as data from the other schools in the district to compare. This data can provide an indicator of how Capuchino has done in the last few years with the 9th graders and different ethnic groups of campus. This data is reviewed during department meetings and PLCs. D/F lists.</p> <p>Each teacher is provided with a COMITE roster to easily identify students in each of their classes. This roster makes it much easier for teachers to identify students in their classes who belong to special groups.</p> <p>Members of the SSC review student achievement data frequently in their meetings. This group regularly reviews and analyzes student data and what implications that data can have on the school. Some of the data points they review are:</p> <ul style="list-style-type: none"> <li>• Grades by ethnicity/special populations/grades</li> <li>• PSAT results</li> <li>• CELDT data</li> <li>• CAASPP results</li> <li>• IB ethnicity statistics</li> <li>• EL data</li> <li>• CELDT reports</li> <li>• SAT/PSAT results</li> <li>• etc.</li> </ul> <p>Over the last several months, Capuchino teachers have looked at EL/LTEL data from a variety of sources. The school has focused on this data to inform PLC work as well. PLCs have looked at and reviewed data for LTEL's who have Ds and Fs in their classes. Teachers were able to identify their students and continued to work with these students, their counselors, their parents, the dean (as needed).</p> <p>More data requests came from looking at EL/LTEL data, so teachers have also looked at data to identify SPED students who were also LTELs.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Freshman Algebra 1 data</a></li>   <li>• COMITE rosters for teachers</li>   <li>• SSC agendas and minutes</li> <li>• <a href="#">D/F list for LTELs</a></li> <li>• <a href="#">LTELs in SPED</a></li>   <li>• Testing calendars</li> <li>• Faculty/staff meeting agendas</li> <li>• PLC meetings/agendas</li> </ul>



On a school-wide level, Capuchino collects data from students via a variety of assessments throughout students' enrollment. These assessments are then disaggregated and analyzed by different groups on campus:

- IB tests
- CST or STAR (\*last STAR /CST testing was spring 2013)
- PSAT results are available on Aeries
- AP exams (physics)
- SAT/ACT annual reports
- CAASPP Science(pilot spring 2017)
- Scholastic Reading Inventory
- Scholastic Math Inventory
- CAHSEE
- SMI Math
- Healthy Kids Survey

Additionally, SMI SRI SBAC and SAT scores are available in AERIES so staff/faculty can access them with ease.

IB tests at CHS provide a wealth of data to analyze. IB exam data is disaggregated based on socio-economic group, ethnic groups, English Learners and students with disabilities. This is reviewed in SSC, and in each department. Departments use the IB data in different ways, including:

- Analyzing achievement of Special populations
- Backwards mapping skills
- Informing academic areas of need for the course/ vertical alignment
- Average scores, scores over time, individual student scores
- Evaluate skills necessary to complete tasks
- Celebrate successes
- Comparison of Spanish v. French results
- Look at IA scores, look at rubric and identify and discuss sections where students are struggling
- Keep track of how the IA affects the entire score
- Analyzing how IB Math Studies will impact scores
- Analyzing how to offer more options to students
- Analyzing motivation- Given that the results are given after graduation, sometimes great students do not do well

For the 2017-2018 school year, Capuchino has collapsed its intervention classes, and it now offers academic interventions during AST. The data has been analysed, and it shows improvement, but, at the time of writing this report, no decisions had been made based on it.

According to the data:

- 41 9th graders assigned to AST Intervention at 12 week progress report
- 23 out of 41 moved at least one grade from Failing to Passing (56%)
- 18 out of 41 moved at least one grade from F or D to a C or higher (43%)
- 35 10th graders were assigned to AST Intervention at 12 week progress report
- 20 out of 35 moved at least one grade from Failing to Passing (57%)
- 14 out of 35 moved at least one grade from F or D to a C or higher (40%)

In addition to schoolwide assessments, all departments collect, disaggregate, and analyze student performance data in specific ways to tend to the needs of their discipline and population:

- Aeries data
  
- IB test scores
- PLC meetings/ minutes/agendas
- DC meeting agendas/minutes

- Aeries website

- AST data Fall 2017
- [9th Grade](#)
- [10th Grade](#)

- [CSU Data](#) from EAP

<p><b>Counseling:</b></p> <ul style="list-style-type: none"> <li>• CHS school site administers PSATs to all 10th &amp; 11th graders. As of this year, Counselors have begun looking at PSAT data to guide placement for potential IB students.</li> <li>• Counselors look at CSU</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>• District English Curriculum requires all Freshmen and Sophomore English teachers to administer the Scholastic reading inventory (SRI).</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Math test given to all incoming 9th graders and used to inform placement decisions.</li> </ul> <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>• Teachers administer a placement test for Spanish native/heritage speakers to determine best placement.</li> </ul> <p><b>SPED:</b></p> <ul style="list-style-type: none"> <li>• SPED students have a psychoeducational assessment report that includes academic testing at their Triennial Individual Education Plan meetings.</li> <li>• SPED Individualized Evaluation Plans are a comprehensive report and analysis of SPED student performance and assessments in mainstream classes and support services. Parents, student, teachers, admin and support services are participate and agree to this plan.</li> </ul>	<ul style="list-style-type: none"> <li>• SRI test</li> <li>• Math placement test</li> <li>• SNS placement test</li> <li>• Individualized Education Plans</li> <li>• Woodcock-Johnson Academic Tests of Achievement</li> <li>• Teacher and service provider academic, behavior and vocational assessment reports.</li> <li>• Individualized Evaluation Plans</li> <li>• Progress reports</li> <li>• "IEP at a Glance" files on School Loop</li> </ul>
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**Monitoring and Reporting Student Progress**

**D1.2. Indicator:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The Principal at Capuchino regularly reports on students' progress and achievement to the school board and the district. This report includes AVID data, Freshman/Sophomore Team data, grades and achievement for special populations, etc.</p> <p>Members of the SSC review student achievement data frequently in their meetings. This group regularly reviews and analyzes student data and what implications that data can have on the school. Some of the data points they review are:</p> <ul style="list-style-type: none"> <li>• Grades by ethnicity/special populations/grades</li> <li>• PSAT results</li> <li>• CELDT data</li> <li>• CAASPP results</li> <li>• IB ethnicity statistics</li> <li>• EL data</li> <li>• CELDT reports</li> <li>• SAT/PSAT results</li> </ul>	<ul style="list-style-type: none"> <li>• Board Agenda/ minutes</li> <li>• SSC agenda/minutes</li> </ul>

<p>According to the Parent focus group, Capuchino uses a variety of strategies to inform stakeholders about student progress. They report the following:</p> <ul style="list-style-type: none"> <li>• The Principal’s monthly newsletter, “Capuchino Cares” offers information about the school, its programs, special events, and general information about student achievement</li> <li>• The College and Career coordinators send emails with important information for families about upcoming events and college testing/test results</li> <li>• The PTO/LPO/SSC meetings involve parents/families/community members monthly. These organizations provide a space for families to review and analyze data related to student achievement.</li> <li>• The district website offers information to families and the community about the school, including the SPSA and School Quality Snapshot Report</li> <li>• Capuchino parents receive report cards and progress reports via US mail.</li> <li>• Most parents report that their main source of information is School Loop.             <ul style="list-style-type: none"> <li>○ Daily reports from School Loop keep parents updated</li> <li>○ School Loop email helps parents communicate with teachers</li> </ul> </li> </ul> <p>However, some parents also report issues with School Loop:</p> <ul style="list-style-type: none"> <li>• Too much information from School Loop- some parents reported that there were too many School Loop emails being sent, and that it was not necessary to have a daily report</li> <li>• Teachers do not always check/respond School Loop, so there are some lapses in communication</li> <li>• Some parents find it difficult to sign up for School Loop.</li> </ul> <p>In order to address the last point, the PTO, LPO and other Parent Nights offer time to guide parents on how to sign up for School Loop. Still, some parents still report issues.</p> <p>Therefore, while most parents are able to access their students’ progress via School Loop, many cannot and rely on the progress reports/ report cards sent home. Staff/faculty report concern over the transition to Canvas as the new LMS, as it can be even more challenging for these parents to access.</p> <p>Through the IEP process, the SPED department connects with families about student’s progress. The IEPs include standards-based academic assessment results that guide development of individualized educational goals and learning supports (accommodations &amp; modifications) to curriculum in all subject areas. SPED student IEPs include an IEP team of the student, parent/guardian, Administrators, Teachers, Counselors, and support service providers who sign agreement to IEP results in regard to student progress, outcomes and expectations for learning.</p> <ul style="list-style-type: none"> <li>• Career Specialist provides assessments of college and career readiness that guide the development of the IEP transition plan and goals individually for each SPED student</li> <li>• All teachers of SPED students have access to IEP at a Glance summary form which summaries, educational goals, services, accommodations and modifications as well as disability information.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Focus Group Questionnaire</li> <li>• School Loop &amp; Website</li> <li>• School site council minutes/agendas</li> <li>• Progress reports mailed</li> <li>• LOP/PTO/Parent Night agendas and minutes</li> <li>• Focus Group findings</li> <li>• Focus Group findings</li> <li>• IEP at a Glance is located in student record on School Loop in a confidential location</li> </ul>
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**Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students’ grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>All teachers at Capuchino use the appropriate Common Core State Standards or IB standards as a basis for their courses. These standards serve as the basis for all courses. PLCs then use these standards to create Learning Targets and Gradation for each unit of study. This is still in progress, and some departments are further along than others.</p> <p>Within PLCs, teachers use the Cycle of Inquiry to look at student work and monitor students’ growth, progress, and the degree to which students’ have met the standards of the work.</p> <p>Individual groups at Capuchino also view and monitor student growth. Among these are: AVID, School Site Council, IB, Freshmen &amp; Sophomore Team.</p> <p>In addition, departments in Capuchino take time to monitor student progress in a way specific to their discipline:</p> <ul style="list-style-type: none"> <li>• IB History teachers look at students’ responses on the IB Exam and Historical Investigation from previous years in PLCs to develop formative and summative assessments for current students.</li> <li>• SPED students have annual IEPs that review progress towards individualized, standards-based academic, vocational, and other goals as required. The students’ IEP at a Glance is published in a private file on School Loop for teacher/administrative collaboration.</li> <li>• The counseling department reviews students’ Teacher recommendations for IB courses, and make recommendations</li> <li>• The English and Math departments analyze CAASPP tests results, particularly focusing on the percentage of students deemed “College-Ready,” “Conditionally Ready,” and “Not Ready”.</li> <li>• In World Language, teachers use formative assessment and checks for understanding regularly in their instruction</li> </ul> <p>Capuchino’s teachers and staff are working on Learning Targets and developing Gradation for students in each class. Some PLCs are further along than others (this is due to a number of factors, including: New preps/hires/classes/etc), but all are working on making the standards much more accessible and visible for the students. This way, the basis used to determine students’ grades, their growth, and performance will be much more transparent.</p>	<ul style="list-style-type: none"> <li>• PLC minutes/notes</li> <li>• Learning Targets and Gradation in each department</li>   <li>• PLC trainings</li> <li>• PLC notes</li>   <li>• Meeting agendas and notes, minutes</li>   <li>• Focus Group Findings</li>   <li>• PLC work</li> <li>• PD trainings by Eric Twadell</li> </ul>



<ul style="list-style-type: none"> <li>• Social Science- Teachers regularly use Learning Targets and IB standards to drive instruction and assessment. Teachers use data from quizzes and exams to modify instruction. However, the Social Science department reports that they focus on skills, not so much content, because of time limits.</li> <li>• Math- Teachers use a wide variety of formative assessment practices, like Thumbs up/thumbs down, fist of five, exit slips, number talks, Learning Target Assessments, FALs from map.mathspace.org, SVMI, MARS tasks, Desmos activities, ALEKS, IXL. Warm-ups are used to clarify misconceptions from previous lessons; teachers will modify a lesson plan in real-time based on results of these informal formative assessments. In algebra 1, students now must identify their misconceptions in order to review and retake a learning target assessment. In other math classes, if students struggle with skills, teachers simply re-teach concepts. In IB Math, teachers assess prior knowledge to determine what assumed knowledge is missing and needs to be learned.</li> <li>• Science- Some of the formative assessments used in the Science department are: FT/ST warm-ups/cool-downs structure, online quizzes, google forms, Kahoots, quick-writes, fist to five. Some of the summative assessments used in the science department are: comparing paragraphs (CM writing using graphic organizers), unit tests, projects, lab write ups. This assessment information is used to guide classroom instruction. Additionally, the Science department reports that having a science-specific inclusion specialist has been very helpful for our SPED students this year!</li> <li>• English- English teachers use formative assessments to guide re-teaching of specific skills and content. In addition, some teachers use student self-reflection on learning targets to gauge student understanding of content. Some teachers also use class surveys (formal and informal) to evaluate class procedures, instructional practices, and units of study. The teacher can then make instructional choices based on the students' results. Teachers apply and use the following activities and exercises to conduct assessments in class:             <ul style="list-style-type: none"> <li>○ Formative Assessment: Quick writes, paragraphs, ticket out the door, classroom discussion, classroom polls, surveys, Quizlet, Kahoot.</li> <li>○ Summative Assessment: timed writes, full process essays, student presentations, research projects, personal statements and cover letters in the senior English classroom.</li> </ul> </li> <li>• World Language- Teachers use a variety of formative and summative strategies to guide instruction, like: exit tickets, warm ups, cool downs, corrections on the board, reviewing homework/classwork, a variety of games, flashcard practice with vocabulary, recordings, presentations. These assessments guide review and reteach material.</li> </ul> <p>One of the challenges that teachers report is that there are inconsistencies as to how standards are measured across the school due to inconsistencies in PLC members. Capuchino needs consistent PLC members to work towards consistent measurement of student acquisition of skills and standards.</p>	<ul style="list-style-type: none"> <li>• Classroom practice</li> <li>• PD trainings</li> <li>• Focus group findings</li>   <li>• Classroom practice</li> <li>• PD trainings</li> <li>• Focus group findings</li>   <li>• Classroom practice</li> <li>• PD trainings</li> <li>• Focus group findings</li>   <li>• Classroom practice</li> <li>• PD trainings</li> <li>• Focus group findings</li>   <li>• Classroom practice</li> <li>• PD trainings</li> <li>• Focus group findings</li> </ul>
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**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>At Capuchino, teachers collect, analyze and use assessment data and use this data as the basis to make decisions and changes in their curricular and instructional approaches. The methods and process differ from teacher to teacher, department to department, however all teachers and departments use assessments to gauge student skills and they are reviewed to determine next teaching steps.</p> <p>Some subject areas have a common prep. Additionally, PLCs meet regularly (usually at least once a month). During this time, teachers use the Cycle of Inquiry and a Student Work Protocol to analyze and assess student work and the assessments/activities themselves.</p> <p>During the Student Work Protocol, one teacher presents an assessment or assignment for review, and the other teachers review the student work and provide feedback. This feedback can take several forms, including analysis of student work, feedback for specific questions the teacher had, etc. This can be a powerful tool to analyze students work.</p> <p>One of the challenges that Capuchino has in terms of assessing data with this protocol is that different PLCs are in different places. Where one PLC may regularly review student work to refine instruction, assessments, and activities, another PLC may be working on curriculum, or creating Learning Targets and Gradation.</p>	<ul style="list-style-type: none"> <li>• Master Board</li> <li>• PLC meeting/minutes</li> <li>• PLC Student Work Protocol</li> <li>• PLC minutes/agendas</li> <li>• Focus Group Findings</li> </ul>

**Student Feedback**

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>Capuchino teachers and programs use student feedback to guide decisions. This occurs to different degrees in different programs and disciplines.</p> <p>The IB program holds an annual IB Reunion where students who took IB courses at Capuchino who are currently in their first year of college hold a panel and answer questions about their IB program experiences. The panel discusses several topics, including:</p> <ul style="list-style-type: none"> <li>• Which IB classes or experiences helped them transition to college</li> <li>• Which IB classes or experiences were the stressful/easy/rewarding, etc</li> <li>• Recommendations/advice for current/future IB students</li> </ul>	<ul style="list-style-type: none"> <li>• IB Reunion</li> </ul>

<p>This panel is open to all, and many teachers encourage their pre-IB or current IB students to attend to get information on what IB is, and how it could benefit them in the future.</p> <p>The school also reviews student feedback in the CA Healthy Kids Survey. This survey gives the school lots of insight into how students feel about the school, and their experiences here.</p> <p>Many teachers ask students for feedback about their specific course in surveys or informal discussions.</p> <p>In regards to communication and feedback, students report the following:</p> <ul style="list-style-type: none"> <li>• “Some teachers are very nice; when they are asked for advice, they provide help; you can ask a teacher for help in lieu of the counselors. “</li> <li>• “Some teachers are dismissive.”</li> <li>• “Teachers are different; some teachers give retakes, other do not.”</li> <li>• “People ask you in freshman year to think about your future, goals.”</li> <li>• “Teachers do care about student well-being.”</li> <li>• “[We] need time for teachers to connect with students on more personal level.”</li> </ul> <p>Based on this student feedback, one can infer that while asking for student feedback does take place in pockets throughout the school, it is not a part of every teacher’s practice.</p>	<ul style="list-style-type: none"> <li>• CA Healthy Kids Survey</li>   <li>• Spanish IB student surveys</li> <li>• SNS student surveys</li> <li>• Focus group findings</li>   <li>• Student focus group findings.</li> </ul>
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### D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

#### Schoolwide Assessment and Monitoring Process

**D3.1. Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>There are several ways that stakeholders are involved in assessing and monitoring student progress.</p> <p>The Principal regularly presents the school's data to the school board, and they make decisions based on that information. For example, with the implementation of LCFF the District allocates resources to provide support for our special populations.</p> <p>Parents, students, admin and staff are a part of the School Site Council, where they review student progress and achievement on a regular basis. They use this data to create and modify the SPSA. This in turn is used to guide program and instruction changes.</p> <p>Teachers in the CTE/VAPA programs make connections with surrounding businesses and the community to guide the programs and to help prepare students for future opportunities.</p> <p>Capuchino's feeder schools also regularly provide Math and English data as well as teacher recommendations for incoming students. Capuchino uses this information to place students in the most appropriate classes.</p> <p>The departments/PLCs at Capuchino also participate in this assessment in discipline-specific ways.</p> <p>The Freshmen and Sophomore Team evaluate the progress of Students of Concern via:</p> <ul style="list-style-type: none"> <li>• Email correspondence</li> <li>• AST teacher meetings</li> <li>• Student-Teacher meetings</li> </ul> <p>The Counselors continuously evaluate students for A-G eligibility, and communicate with the students about their goals/plans for the future.</p>	<ul style="list-style-type: none"> <li>• Board minutes/ agendas</li> <li>• SSC minutes/ agendas</li> <li>• CTE/VAPA events</li> <li>• Information on Aeries</li> <li>• Freshman/Sophomore team meetings</li> <li>• A-G grades for 11th graders</li> <li>• Counseling 1-1 meetings with students</li> </ul>

**Curriculum-Embedded Assessments**

**D3.2. Indicator:** The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>Capuchino Staff and Faculty spend time reviewing and analyzing the results of assessments for English and Math.</p> <p>For school-wide exams and assessments (including SBAC, IB, PSAT, SRI and SMI inventory data) teachers review the results school-wide as part of a faculty/staff meeting. This data is reviewed and evaluated during faculty and DC meetings, and it is used to drive decisions that affect the school.</p> <p>Additionally, each department will review the data as part of the PLC process as well as during department meetings. The freshman and sophomore teams consistently review grade data and have student of concern meetings to hear from students what the barriers are to their social and academic performance.</p> <p>The IB exams provide lots of data about the IB program, students, and classes. This data is distributed to the school, and each IB teacher has access to his/her students' results. This data is reviewed as part of the IB program as well as in individual departments.</p> <p>One of the challenges that IB teachers have reported is that there is limited time to review this data.</p>	<ul style="list-style-type: none"> <li>• Faculty/Staff meeting agendas/minutes</li> <li>• DC minutes/agendas</li> <li>• PLC minutes/agendas</li> <li>• Focus Group findings</li>   <li>• IB test results</li> <li>• IB teacher meeting</li> </ul>

**Schoolwide Modifications Based on Assessment Results**

**D3.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Capuchino uses assessment data to drive change.</p> <p>The school has made changes as a result of these test results and their review:</p> <p>Capuchino changed the allocation of resources to target struggling learners in different ways:</p> <ul style="list-style-type: none"> <li>• English longer offers Intensive English or Support classes in order to reduce class sizes, so all students gained more support.</li> <li>• Co-taught classes offer much more support to all learners</li> <li>• The Intervention Model was changed- Students who are struggling in core classes are put on an intervention list, and they have to attend Intervention support during AST. This provides much more flexibility, and gives students more motivation to improve.</li> <li>• ERWC course was adopted to help support the transition between High school English and college readiness English courses.</li> </ul>	<ul style="list-style-type: none"> <li>• DC meeting agendas/minutes</li> <li>• Faculty/Staff meetings</li> <li>• Master Board</li> <li>• AST Interventions list</li> </ul>

<ul style="list-style-type: none"> <li>Freshman/Sophomore/Junior teams have common preps and a coordinator to better support all learners.</li> </ul> <p>One of the challenges to these models is that the programs themselves have not been fully evaluated for effectiveness. In pockets, some programs or portions of them show positive effects, but they need to be evaluated systematically to show if they truly are making positive change.</p>	
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**D3.4. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>As an IB school, Capuchino is formally audited by the IBO. This evaluation gives Capuchino information about the school, its programs, and where it stands internationally as compared to other IB schools.</p> <p>The District oversees the AVID and Guided Studies programs; however, there is no formal school-level assessment of these programs.</p> <p>In general, Capuchino examines programs and their effectiveness in an informal way, via staff/faculty discussions at DC, Staff/ Faculty, and SSC meetings.</p>	<ul style="list-style-type: none"> <li>IBO audit</li> <li>Board agenda/minutes</li> <li>Focus group findings</li> </ul>

**D3.5. Indicator:** The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Capuchino uses security systems that maintain the integrity and security of the assessment process for exams like the CAASPP, PSAT, etc.</p> <p>Before the examinations happen, all testing materials are stored safely in a secure, locked location. Only a select few have access to the materials before they are distributed to teachers.</p> <p>Teachers who will be proctoring tests know well ahead of the test date what their roles/responsibilities will be the day of the exam(s). Teachers know where they will be testing, and they receive a packet of their testing cohort. This helps teachers to plan an effective way to get students into the testing room quickly and efficiently without sacrificing test security and integrity.</p> <p>While testing, students are required to surrender their electronic devices, and they are stored by the teacher for the duration of the exam. Students do not have access to unpermitted electronic devices during their tests.</p> <p>Also, during exams, teacher proctors are paired with a breaker so that the students are never left alone with the tests.</p> <p>After the exam, the exams are all accounted for by the test administrators, and any irregularities are reported to the testing agency.</p>	<ul style="list-style-type: none"> <li>Testing procedures for Staff/Faculty</li> <li>Faculty meeting minutes/agendas</li> </ul>

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).**

### **Summary (including comments about the critical learner needs)**

Capuchino High School uses a variety of effective assessment processes to collect, disaggregate, and analyze student performance data to the school staff, students, parents and other stakeholders in the community. Different departments and PLCs disaggregate assessments such as IB, AP exams, SAT/ACT annual reports, IEPs, Scholastic Reading Inventory, Scholastic Math Inventory, CAHSEE, CSU Data from EAP, progress report grades, CAASPP, SRI, and so forth during faculty, department, department chair and school site council meetings.

The school's SARC and SPSA are shared with parents, community and all stakeholders through the school and district website. This information is also publically shared on the state education website.

Monitoring of student growth can be more systematic and consistent. However, the practices of monitoring student learning and modifying instruction have improved over the years, with teachers learning how to apply formative and summative assessments more effectively and consistently. Furthermore, the increased accessibility of assessments via technology access has improved and streamlined engagement and monitoring of student progress. Due to the increased use of formative and summative assessments through the use of technology, data is more accessible as a resource to determine modifications to instruction and curriculum. Teachers are able to modify effectively due to an increase in professional development training such as EL Achieve (Constructing Meaning) and various differentiation trainings that have empowered them to meet the needs of the diversity of learners on our campus.

Learning targets and gradation have increased dialogue between teachers and students about their expected learning outcomes. This has resulted in students' ability to control, assess and reflect on their learning.

The increase involvement of stakeholders have improved our monitoring system, whereby academic results alone are not the determiner, but the student culture from campus involvement to student health are part of our new comprehensive evaluation system.

Through both district- and site-level initiatives, the school has moved forward with forming Professional Learning Communities by content area. Within PLCs, teachers focus on curriculum, which are backwards mapped from standard-based assessments. Teachers follow the cycle of inquiry to determine effectiveness of assessments and instructions, allowing them to modify and adjust curriculum. Over the past year, this focus has been on Long-Term English Learners.

Assessment results have influenced the addition of professional development choices: CM and Learning Targets trainings/workshops.

**Prioritize the strengths and areas for growth for Category D.****Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

Capuchino High school's assessment and accountability areas of strengths include the following:

- Accessibility of assessment data to stakeholders
- Accessibility of disaggregated assessment data for different learner groups
- IEP process effectively uses assessment data from a variety of sources to evaluate and determine supports for SPED students. Parents, students, admin, SPED & gen. ed. teachers participate, including support service representatives.
- The Algebra 1 program has a full implementation of standards based assessment (including re-engagement strategies and re-assessment protocols). The initial steps are being taken to begin extending this to Geometry and beyond.
- Assessment data is collected, analyzed and used as the basis to make decisions and changes in the curricular and instructional approaches.
- Increased use of technology-based assessments.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

Capuchino High School needs to grow in the following areas:

- Consistent designation of time to analyze data with consideration for college and career readiness
- Distribute and utilize data for vertical alignment.
- Analyze and assess data for appropriate course placement.
- Revisit E-Skills, or Schoolwide Learner Outcomes (formerly known as ESLRs)

## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Indicators with Prompts

##### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>The Capuchino admin and leadership team implements strategies and processes for the regular involvement of parents and the community. CHS offers stakeholders many opportunities to meet the faculty and staff and to communicate in a comfortable friendly atmosphere.</p> <p>The new Capuchino website is a tool that the community and stakeholders can easily access. It has important information about events, offerings, and ways to communicate with staff/faculty and participate in events and happenings at the school.</p> <p>The events that the school offers are varied, and aim at reaching as many of the stakeholders as possible.</p> <p>DISTRICT:</p> <ul style="list-style-type: none"> <li>• Adelante conference - Different staff members from the district hold presentations at SMHS for a full day of community engagement events. Presentations vary from mental health, college requirements, communication styles between teens and parents...etc. Each presenter hold 2, 1 hour presentations for their session. All sessions are held in English or Spanish.</li> <li>• The district is currently offering a translation service for phone calls.</li> <li>• Sports sign up information is translated</li> </ul> <p>SITE:</p> <p>PARENT NIGHTS:</p> <ul style="list-style-type: none"> <li>• For the past 10 years, Capuchino has hosted 8th Grade Family Night for schools and families in the area who are interested in attending Capuchino. This event is for both public and private school attendees.. This event is includes different components such as information provided by the school administration, tours for prospective students led by leadership students, and a department fair for families to meet and greet the department chairs and the programs offered.</li> <li>• For Back to School Night, parents receive a copy of their student’s schedule, and meet with each of the teachers. Teachers present on: expectations for the year, outcomes, policies, general information about the class. Parents also have access to computers and received assistance from staff to help sign up</li> </ul>	<ul style="list-style-type: none"> <li>• CHS website</li> <li>• CHS calendar of events</li>   <li>• CHS website</li> <li>• CHS calendar of events</li> <li>• Parent Focus Group Questionnaire</li> <li>• Student Focus Group findings</li> </ul>

for School Loop. Finally, parents can also connect with other programs that the school offers, for example: IB, Sports, Music/VAPA.

- The Counseling department helps to organize College Info nights, Naviance nights, and the Grade-level parent nights (Sophomore parents, Junior Parents, etc.) to help parents and families understand what is expected of the students to be college/career eligible each year. These are usually presented with Spanish and Mandarin translations.
- Capuchino has added the Mandarin Family Tea Night. This is a new edition based on the growing population of Mandarin speaking students and parents.

**PARENT ORGANIZATIONS:**

- PTO- The PTO is the umbrella organization at Capuchino, and it provides the communication between the school district, administration, teachers, parents and students. Some of their work/ events include:
  - Volunteer Coordinators: Registration Day, Office Help, Testing, Library, Phone Calls, Dance Chaperones
  - Hospitality: Teacher Appreciation Day, PTO Meetings
  - Fundraising
  - PTO Membership Drives
  - Public Relations/Community Outreach
- ELAC- The parents of English Learners elect officers and at least one representative to the District English Learner Advisory Committee (DELAC). On a yearly basis, the ELAC officers receive training so that they can, in turn, inform the entire ELAC group regarding the ELD program. The ELAC advises the principal and staff at the school at least once a year on the following required areas:
  - Development/revision of the Master Plan for the English Language Development (ELD) Program/School Site Plan
  - Development of needs assessment
  - Review of the school's Annual Language Census (R30 Report)
  - Ways to make parents aware of the importance of regular school attendance
- Music Boosters- This groups is helping to develop, expand and support Capuchino's award-winning musicians and music program.
- Sports Boosters- This organization seeks the participation of all families to support the Athletic Program at Capuchino. There are several ways families can support athletes, including giving a donation to a specific sport, volunteering at school events, and volunteering at the Crab Feed and/or the Fireworks Booth.
- The BPA (Black Parents Association-SMUHSD)- The BPA's goal is to enhance the academic experience for students who are preparing for college by:
  - Being a positive conduit in helping parents, student, and community stay connected
  - Provide timely and relevant information about colleges and trade programs
  - Offer academic achievement awards and recognition of scholastic excellence
- Grad Night Committee- This event is hosted by the senior parents in an undisclosed, safe location. The cost includes transportation, food and an evening full of activities in an exclusive location dedicated only to Capuchino Class graduates.

- Website
- Parent Focus Group Questionnaire

- Website
- Parent Focus Group Questionnaire

- Website
- Parent Focus Group Questionnaire

- Drama Boosters- The Drama Boosters organization helps support theater productions
- IB Boosters- The IB Parents Booster Organization is for the parents of students in grades 9-12 who are involved with the Pre-IB and the IB certificate or diploma program. They provide funding through donations and fundraising to support IB students and teachers, supply special recognition awards for IB students, support and sponsor the annual Senior IB Graduation Dinner and winter reunion.
- PIQE- The PIQE program provides Spanish speaking parents with greater knowledge of the educational system in the United States. They are able to learn A-G requirements, how to read a transcript, and create a communication bridge between parents and school personnel.
- The LPO- The Latino Parent Organization holds informational meetings for Spanish-speaking families. These are led by the Parent Engagement Coordinator. Each session focuses on several topics, e.g.: how to read a transcript, parent rights, mental health, etc. . An estimated 60 parents attend each session that is held once per month. The LPO also hosts an annual Posada, and co-hosts the annual Latino Graduation.

- Website
- Parent Focus Group Questionnaire

The PTO and LPO collaborate together to host brunches in the Fall and Spring for the staff/faculty at Capuchino. This gives parents and staff the opportunity to communicate informally.

**CAMPUS TOURS**

In order to get to know Capuchino high school, parents and students are encouraged to attend one of the many tours that Capuchino offers.

- IB Tours- Parents are invited to schedule tours through the IB department in which they tour different IB courses. These are offered in Spanish and English
- 8th Grade tours- Incoming students and parents can tour the school to learn about the school and its programs. These are offered in Spanish and English. Parents are also invited to come and tour/observe Special Education classes.
- IB Shadowing- Current Capuchino students can shadow a current IB student to help them make class choices for the IB program

- Website
- Parent Focus Group Questionnaire

- Website
- Parent Focus Group Questionnaire

**COUNSELING DEPARTMENT**

The Counseling department also takes actions to make Capuchino more accessible and inviting to parents.

- Counselor presentations conducted in English and Spanish. Mandarin translation provided at times. These presentations include: Naviance Parent Night, Financial Aid Night, Grade-level parent nights.
- Counselors are using the Remind App to communicate important information with each grade level. The App allows counselors to send text messages to students and parents

- Website
- Parent Focus Group Questionnaire



<p><b>FAMILY ENGAGEMENT COORDINATOR</b></p> <ul style="list-style-type: none"> <li>In addition to the organizations and events, stakeholders can also communicate with Capuchino’s Family Engagement Coordinator. The Coordinator is responsible for communicating with parents about the different events on campus, working closely with counselors and administration to effectively keep parents up to date when setting up meetings, and ensuring that presentations are provided in appropriate languages as requested by parents. The coordinator also serves as a liaison between school staff and parents. According to the Parents, the FE coordinator provides an invaluable service to our school, students, and families.</li> </ul> <p>Other programs:</p> <p><b>DEAF PROGRAM</b></p> <ul style="list-style-type: none"> <li>The Deaf and Hard of Hearing program is no longer at Capuchino.</li> </ul> <p><b>SPED</b></p> <ul style="list-style-type: none"> <li>The district offers a SPED Night for incoming 9th grade families.</li> <li>Parents are invited to all IEPs, and their attendance at IEPs is approximately ~90%.</li> </ul> <p><b>CHALLENGE DAY</b></p> <ul style="list-style-type: none"> <li>Challenge Day-An Anti-bullying &amp; empathy building program geared towards 9 &amp; 10th grade students. Counselors, parents, community members and school staff all join in on the all day program that takes place in the gym. Students are able to share their personal experiences with bullying, or life changing events. Counselors and wellness then follow up with students to ensure they feel supported following the day.</li> </ul> <p><b>WELLNESS</b></p> <ul style="list-style-type: none"> <li>Two Wellness Counselors are available for students. WC each carry a caseload, and provide ongoing therapy for 12 weeks. Also, counseling services can be written into their IEP’s. Each WC has a 2 hour window for drop in services (hours depend on counselor). WC work on presentations for LPO/PTO, especially focusing on the LPO to destigmatize mental health issues. Presentations during assemblies on various topics.</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> <li>Parent Focus Group Questionnaire</li> </ul> <ul style="list-style-type: none"> <li>Website</li> <li>Parent Focus Group Questionnaire</li> </ul> <ul style="list-style-type: none"> <li>Website</li> <li>Parent Focus Group Questionnaire</li> </ul> <ul style="list-style-type: none"> <li>Website</li> <li>Parent Focus Group Questionnaire</li> </ul> <ul style="list-style-type: none"> <li>Website</li> <li>Parent Input, LPO meetings</li> </ul>
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**Use of Community Resources**

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members’ expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Supporting Evidence
<p>Capuchino uses the community as a resource to help support student learning regularly.</p> <p>At the District level:</p> <ul style="list-style-type: none"> <li>Adelante conference - Different staff members from the district hold presentations at SMHS for a full day of community engagement events. Presentations vary from mental health, college requirements, communication</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> <li>Student Focus Group</li> </ul>

<p>styles between teens and parents...etc. Each presenter hold 2, 1 hour presentations for their session. All sessions are held in English or Spanish.</p> <p>At the site level:</p> <ul style="list-style-type: none"> <li>The College and Career center uses community resources to put together events for students. The College and Career Center organizes events such as:             <ul style="list-style-type: none"> <li>Career Day- Students can explore a variety of options via a Career fair at school. From a list of offerings, students choose two presentations to attend. Professionals from a variety of fields give these presentations and give students the opportunity to learn about the field and ask questions. These professionals are community members and work at local businesses/organizations.</li> <li>Summer Opportunities Fair- The College and Career center coordinators organize a fair in the Gym where students can speak to a variety of local organizations that are offering jobs/internships/volunteer opportunities for teens.</li> </ul> </li> <li>The librarians at Capuchino and other sites at SMUHSD held a young adult author event to give talks at Capuchino in 2017. (New from 2012)</li> </ul> <p>Departments at Capuchino:</p> <ul style="list-style-type: none"> <li>Science- Focusing on collecting donations with the PTO. The Science department uses Donors Choose for some lab equipment needs.</li> <li>Health- Speakers from the following organizations will be presenting to all Health classes:             <ul style="list-style-type: none"> <li>A Smoking Cessation speaker from Breathe California</li> <li>Rape Trauma Services</li> <li>Star Vista (Suicide Prevention)</li> </ul> </li> <li>World Language- The SNS I and II classes have Speakers visit and talk to the students on a variety of topics. The IB Spanish students complete a music unit on Son Jarocho, then they participate in a Son Jarocho workshop paid for by the GATE parents.</li> <li>Wellness: In collaboration with Stanford psychiatrist, Kid Talk meetings are held weekly. All academic counselors, wellness counselors, the dean, school psychologist, and admin are present. Case review take place in which all members present put down students of concern. The Stanford psychiatrist collaborates and gives the team direction on how to best serve the student.</li> <li>DANCE- Dance Classes continue to have guest teachers from professional dance companies present and field trips to dance concerts</li> <li>Physical Education- P.E. receives donations from Donors Choose for equipment (from businesses and parents), the staff make connections with fitness professionals at the CAHPERD conference. Also, the department has a community Instagram page.</li> <li>Step to College- Capuchino partners with San Francisco State to offer Step to College which offers a Critical Thinking course and pre-college course to Senior and Junior students. Students can earn college units by passing both classes. The students also take a Field Trip to SF State where they also receive student IDs which provides them with access to SF State's library and databases.</li> </ul> <p>Student Clubs:</p> <ul style="list-style-type: none"> <li>The Interact Club is partnering with Parkside Middle School to create an Interact chapter at Parkside. Capuchino Interact officers helped set up elections and run meetings to get their program off the ground.</li> <li>Interact Club has been partnering with the Rotary Club of San Bruno to fundraise at San Bruno's Music in the Park</li> <li>ARK club (Acts of Random Kindness) works on community involvement and campus culture</li> </ul>	<ul style="list-style-type: none"> <li>Parent Questionnaire</li> <li>Focus Group Findings</li> </ul> <ul style="list-style-type: none"> <li>Website</li> <li>Student Focus Group</li> <li>Parent Questionnaire</li> <li>Focus Group Findings</li> </ul> <ul style="list-style-type: none"> <li>Website</li> <li>Student Focus Group</li> <li>Parent Questionnaire</li> <li>Focus Group Findings</li> </ul> <ul style="list-style-type: none"> <li>Website</li> <li>Student Focus Group</li> <li>Parent Questionnaire</li> <li>Focus Group Findings</li> </ul>
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<ul style="list-style-type: none"> <li>Recently, there were a number of fire alarms pulled by students. The district has provided new fire alarm covers to curb this behavior. They will be installed within the next several weeks.</li> </ul>	
<p>People</p>	
<ul style="list-style-type: none"> <li>The district provides two campus security aides</li> <li>Capuchino continues to have a resource officer on campus, but no longer a probation officer</li> <li>Two Wellness Counselors are available to the students on a drop in basis, depending on the counselor’s schedule.</li> <li>Teachers are available to students during the school day during AST for any support they may need</li> </ul>	<ul style="list-style-type: none"> <li>Campus staff</li> <li>Bell Schedule</li> <li>AST attendance</li> </ul>
<p>Policies</p>	
<ul style="list-style-type: none"> <li>Two bathrooms in the Cafeteria have been established as All-Gender bathrooms to support the LGBTQ community. Capuchino also has a GSA club.</li> <li>The Grounds continue to be dirty due to student litter after breaks. Students perform lunch pick-up to help dirty grounds.</li> <li>Office Assistant makes announcements reminding students about litter pick-up</li> <li>Most student bathrooms are locked at 3pm to minimize graffiti. Citizenship talks address litter issues, graffiti, digital citizenship.</li> <li>Campus cleanup is assigned to students by the Dean.</li> <li>Capuchino has a bathroom policy in effect to curb vandalism/fire alarms/ disruptions:             <ul style="list-style-type: none"> <li>Students may not use the restroom during the first/last 10 minutes of class</li> <li>Students must use the color-coded bathroom passes provided by Admin</li> <li>Students must sign in and out on the clipboards in each class.</li> </ul> </li> <li>Teachers receive training for best practices for technology use, including Digital Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>DC meeting minutes /agenda</li> <li>Focus group findings</li> </ul>
<p>Programs</p>	
<ul style="list-style-type: none"> <li>Cyber bullying &amp; cyber safety presentation for 9th graders presented by Dean and Wellness counselor.</li> <li>Challenge Day and RJC tools utilized to create empathy and increase student safety on campus</li> <li>Students with conflicts are referred to the counselors for remediation- Restorative circles are done on site to mediate conflict: peer to peer &amp; teacher to student. This year a training will take place to train 3 staff members on site to move towards a more restorative approach</li> <li>Flex Days - Students have an opportunity to select workshops that appeal to their interests. Staff and Faculty offer a wide variety of engaging activities. (Some guests from the community have also come to teach)</li> </ul>	<ul style="list-style-type: none"> <li>DC meeting minutes /agenda</li> <li>Focus group findings</li> <li>Master Calendar</li> <li>Dean’s interventions</li> </ul>

**High Expectations/Concern for Students**

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Capuchino demonstrates caring and concern for its students while upholding high expectations for all students.</p> <p>Capuchino has a comprehensive Safety Plan. The goals of the 2016-2017 Safety plan are:</p> <ul style="list-style-type: none"> <li>• Reduce the number of trancies, suspensions, and expulsions as a school</li> <li>• Capuchino High School will provide a safe, physical and social environment for students and staff.</li> </ul> <p>These are currently being discussed in the SSC to make refinements/additions for the 2017-2018 school year and on.</p> <p>According to the Student Focus group:</p> <ul style="list-style-type: none"> <li>• The Wellness Counselors call you in to check up on you, they will make an appointment, once you are there, they will ask about health, family, etc. to make sure you are ok.</li> <li>• There are two people that are here exclusively to take care of students</li> <li>• Some teachers stays after school to do extra work, some teachers stay at lunch; some teachers are like parents and they care about your well-being</li> <li>• Teachers encourage students, some teachers know students more personally, so they encourage students to do higher level work.</li> <li>• Seniors get support for planning for college. When you express an interest to go to a higher level university, counselors don't push to go to private universities, more support for people who are applying early, expectations are lower, for people who are applying early. Students are expected to go UC/CSU</li> <li>• People are generally nice to each other, one of the best schools</li> </ul> <p>The IB program recognizes students in a variety of ways. During 2016-2017 IB students were recognized by receiving a Bundt Cake. Additionally, Capuchino has seen an increase in enrollment in the IB program. The EOP has evaluated the program and, according to their findings, the IB program mirrors the student population at Capuchino.</p> <p>The Counseling department continues to use a system of tracking their students' high school career and will arrange conferences with the students to ensure appropriate placement for coursework and college planning. They use Naviance to begin thinking about college and career. Additionally, counselors enter classrooms and recognize and applaud individual students on their successes.</p> <p>The communication between the Health office, parents and teachers about concussions and student ability to complete work is ongoing. Teachers receive emails with details of a student's condition and challenges after a concussion.</p>	<ul style="list-style-type: none"> <li>• School Safety Plan</li>   <li>• Student Focus Group</li>   <li>• IB program</li> <li>• IB Recognition list</li> </ul>

<p>Faculty and staff are trained yearly by the district. The Keenan online trainings provides information on :</p> <ul style="list-style-type: none"> <li>• Blood borne Pathogen Exposure Prevention</li> <li>• Sexual Harassment: Student Issues &amp; Response</li> <li>• Mandated Reporter: Child Abuse and Neglect</li> </ul> <p>Faculty and staff are also trained using Kognito training, which is a course designed to assist staff/faculty in learning how to help a student struggling with psychological distress.</p> <p>Capuchino also has a dress code in order to reinforce student safety. These expectations are outlined in the Student Handbook, online, during parent nights, and during school-wide citizenship talks.</p> <p>Capuchino 9th and 10th grade students also participate in Challenge Day, an experiential social and emotional learning program for grades 7-12 that offers schools and youth organizations an opportunity to ignite a shift toward greater school connectedness, empathy, and inclusivity.</p> <p>Capuchino also has several clubs and student organizations that help students feel more connected:</p> <ul style="list-style-type: none"> <li>• Clubs are student-driven and created. This allows expression of student interests and provides an additional place to connect with those of similar backgrounds as well as celebrate differences.</li> <li>• The leadership class (which has grown from one section to two) recognizes students often. Birthdays, Cap Kudos, etc...</li> </ul> <p>Capuchino also has several cultural celebrations throughout the year:</p> <ul style="list-style-type: none"> <li>• Black History Month announcements.</li> <li>• Cultural celebrations are recognized, such as Day of the Dead, Polynesian Club performances, etc.</li> <li>• Students have opportunities in classes to explore their heritage (i.e. through the arts).</li> </ul> <p>There are some challenges that the staff and faculty have to address:</p> <ul style="list-style-type: none"> <li>• Several teachers have attended a variety of trainings, however, having it after school is difficult for the entire staff to attend. Capuchino staff and faculty would like to receive more training on the following topics:             <ul style="list-style-type: none"> <li>○ LGBTQ issues/ Gender Binary</li> <li>○ Cultural Responsiveness/Humility</li> <li>○ Design thinking</li> <li>○ Mental Illness</li> <li>○ Trauma Informed Instruction</li> <li>○ Anxiety/Depression</li> <li>○ Suicide Ideation</li> </ul> </li> <li>• More input is needed from students regarding campus changes, such as double AST time and Flex days, by having students take surveys and participating in the School Site Council.</li> </ul>	<ul style="list-style-type: none"> <li>• IB Enrollment</li> <li>• EOP Findings</li>   <li>• PLC agenda/ minutes</li>   <li>• 504s, Emails about concussions</li>   <li>• Emails regarding trainings</li>   <li>• Dress code</li>   <li>• Challenge Day website</li> <li>• Challenge Day sign ups</li>   <li>• Master Board</li> <li>• Club lists</li> </ul>
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**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Capuchino works diligently to create and maintain an environment of trust, respect, and professionalism where all stakeholders can have a voice.</p> <p>Capuchino has implemented a committee called a Great Place to Work (GPTW) which host events where staff /faculty can interact with each other. Originally, this was designed to advance trust, respect, and professionalism, but in more recent years, it plans 4 events per year to help make Cap a great place to work. Events include:</p> <ul style="list-style-type: none"> <li>• Lunches for new teachers</li> <li>• Holiday/End of the year events</li> <li>• Book clubs</li> <li>• Wine tasting</li> <li>• Happy Hour</li> <li>• Etc.</li> </ul> <p>Capuchino staff/faculty report several challenges here:</p> <ul style="list-style-type: none"> <li>• Some staff/faculty members feel that the work the SSC does is not effectively shared with the rest of the school. According to them, communication has been weak.</li> <li>• Some staff/faculty feel that they are left out of the decision-making process as it relates to the LCAP and the allocation of funds. They feel that the district has not invited them to participate in those conversations.</li> <li>• Regarding Admin-Staff/Faculty relations, there is a divide amongst the staff. There are some staff members who feel that there is an atmosphere of trust, respect, and professionalism in all areas, whereas some staff/faculty still feel that the Admin-staff/faculty relationship could be improved. However, all report that there is an atmosphere of trust, respect and professionalism among faculty and staff.</li> <li>• Helpful to get feedback from teachers when Counselors request information from teachers. Apparently information is not quickly being dispersed. Students and families are feeling stressed. Counselors meet twice per week to discuss concerns raised by families, students to better work together &amp; communicate effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• GPTW committee minutes/agenda</li> <li>• Focus Group Findings</li>   <li>• Focus Group Findings</li> </ul>

### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Indicators with Prompts

##### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student’s personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Capuchino offers a variety of programs that provide services to support students’ personal needs.</p> <p>The Counseling department and Wellness counselors are trained to support the whole student</p> <ul style="list-style-type: none"> <li>• In 2016-2017, the district hired two Wellness Counselors and a Wellness Coordinator who are now a part of the SMUHSD.</li> <li>• The counselors, wellness counselors and an administrator hold weekly Kidtalk for students with social, emotional and behavioral issues</li> <li>• Counselors continue to meet individually with students to program for the upcoming academic year. They use a program called Naviance which helps students plan for their college/career. Each grade level has a specific focus: <ul style="list-style-type: none"> <li>○ Freshmen- Strength Explorer</li> <li>○ Sophomore- Personality Assessment</li> <li>○ Juniors- Career Assessment</li> </ul> </li> <li>• The Counseling department also visits classrooms to review the goals and expectations for students</li> <li>• ELD students also meet with a Wellness Counselor once a week.</li> </ul> <p>The Team teachers offer their students support in a variety of ways:</p> <ul style="list-style-type: none"> <li>• All Freshmen and the majority of Sophomore and Junior students are on dedicated teams.</li> <li>• Freshmen, Sophomore, Junior Teams, along with Guided Studies, have created a programs where individual students are given social, emotional and academic support.</li> </ul> <p>In the past few years, Capuchino has made changes to the bell schedule, and class offerings to better support students:</p> <ul style="list-style-type: none"> <li>• This year Capuchino has implemented late start on Thursdays. Students now start first period at 9:25 a.m.</li> <li>• Capuchino has increased AST to two times per week for 30 minutes. Students have the option to go to their own teachers, or, if they are in good academic standing, there are some FLEX locations available where they have more choice in what they can do. Freshmen and Sophomores who</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness programs</li> <li>• Focus Group Findings</li> <li>• Website</li> <li>• Counseling department calendar of events</li>   <li>• Team rosters</li>   <li>• Bell schedule</li> </ul>



<p>have two or more Ds or Fs must report to the library where they are closely supported.</p> <ul style="list-style-type: none"> <li>• Flex Day Activities have been implemented for students as a way to provide stress free opportunities. Flex days generally take place on short-schedule days after Back to School Night and Open House.</li> <li>• This year, Capuchino is piloting a Co-Teaching model in several classes.</li> <li>• The Intensive English and Math and English and Algebra Support classes have been collapsed to reduce class size.</li> <li>• Capuchino still offers Sheltered/ELD classes - 2 History classes, 2 Math classes, and 1 Science class.</li> <li>• Two leadership classes are now available for students as an elective.</li> </ul> <p>The district and Site have also allocated more funds to further support students:</p> <ul style="list-style-type: none"> <li>• In the past two years, Capuchino has had a career specialist. They collaborate with different businesses within the community and connect them to campus to offer students different opportunities.</li> <li>• More Instructional Aides in classes have been added.</li> <li>• If students are on free/reduced lunch, they qualify for reduced fees for IB classes/tests</li> <li>• Scholarships are available for IB students who need financial support paying for tests</li> <li>• After school tutoring and activities have increased- Students can participate in tutoring, peer tutoring, ELD peer tutoring , and i n the past year the school created an After School Enrichment (ASE) program, which is held in the library every day.</li> <li>• There is a morning conditioning opportunity for athletes for Basketball conditioning</li> <li>• School planners are provided for Freshman and Sophomore students.</li> </ul> <p>The school also creates and expands community partnerships to serve students:</p> <ul style="list-style-type: none"> <li>• Students are allotted the confidential right to seek services from Planned Parenthood</li> <li>• The Middle College program has expanded to include Skyline Community College. Students who participate in this program are considered students of record from Capuchino</li> <li>• Capuchino and the surrounding community provide family support and outreach in times of crisis. Students and families can get resources to access crisis counseling</li> <li>• Capuchino refers students to medical services such as:             <ul style="list-style-type: none"> <li>○ Immunization clinics.</li> <li>○ Hearing and vision tests</li> <li>○ Stanford reduced physicals</li> <li>○ Mobile health vans</li> </ul> </li> </ul> <p>When students struggle at Capuchino, there are interventions in place to help them get back on track.</p> <ul style="list-style-type: none"> <li>• Freshman and Sophomore students with two or more Ds or Fs are assigned to an AST intervention in the library that is supervised by administration as well as Instructional Aides.</li> <li>• IB students can take the IB seminar, and IB support class for students that helps with goals, time management, and task completion.</li> </ul> <p>There are also some policies in place to help students stay on track:</p> <ul style="list-style-type: none"> <li>• A new contract has been created for “No contact contract” for behavioral issues</li> </ul>	<ul style="list-style-type: none"> <li>• Flex day sign ups</li> <li>• Master Board</li> <li>• College and Career Specialist</li> <li>• ASE attendance sheets</li> <li>• Tutoring attendance sheets</li> <li>• Website</li> <li>• DC meeting agenda/minutes</li> <li>• Focus Group Findings</li> </ul>
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<ul style="list-style-type: none"> <li>• Cease and desist contract for bullying has been created</li> <li>• Restorative circles and Alternative to Suspension focus on restorative practices</li> </ul> <p>SPED students get support from a District Vocational Specialist and a Transition Specialist. SPED seniors can also receive support from the Department of Rehabilitation depending on their disability.</p> <p>Latina students also have the opportunity to work with the Latina empowerment group, JULE. Juntas y Unidas Latina Empowerment was created to build a sense of connectedness between Latina staff member and students. It was originally created by AP, Counselor, &amp; Wellness Counselor. As part of this group, the students were taken on field trips, speakers were brought in from the community to connect with students, and they met once per month during AST to give and get support.</p> <p>According to the Student Focus Group, “it’s easy to get help here”</p> <p>One of the challenges at Capuchino is connecting Latino males with their education/experiences at Capuchino. The Principal has recently connected with a community organization called Los Hermanos, and hopefully this will become a class that students can take.</p>	<ul style="list-style-type: none"> <li>• Focus Group Findings</li> <li>• Master Board</li> <li>• CHS handbook</li> <li>• Dean Alternative to Suspension list</li> <li>• Focus Group Findings</li> <li>• Focus Group Findings</li> <li>• JULE Sign -in sheets</li> <li>• Student Focus Group answers</li> </ul>
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**Support and Intervention Strategies Used for Student Growth/Development**

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>Students at Capuchino who need a more personalized approach have several options/programs available.</p> <ul style="list-style-type: none"> <li>• Students in the SPED program can take the Specialized Academic Instruction class</li> <li>• Families can get a 504 Plan put in place to provide more support for students</li> <li>• The SST (Student Success Team) meets with struggling students to provide support and develop a plan of action for students</li> <li>• Freshmen/Sophomore Students of Concern - Students of Concern meetings are done at a team teacher’s recommendation. Teachers are able to meet with each student one-on-one during a team meeting to discuss performance and possible steps toward intervention.</li> <li>• The reduced class sizes for freshman and sophomore English/Math classes allow for more support from the teacher for each student.</li> <li>• OSCR classes to allow students to makeup courses for graduation and makeup Ds to be A-G eligible.</li> <li>• AST - AST has been expanded, creating an extra 30 minute window for students to self-select classes to work in based on comfort and need. The Teachmore app is used by teachers and students to create appointments during the AST period.</li> <li>• Home Hospital and Independent Student options for students who need to study from home</li> </ul>	<ul style="list-style-type: none"> <li>• Master Board</li> <li>• Intervention lists</li> <li>• AST attendance</li> <li>• District/Site website</li> <li>• PHS- alternative school transfers</li> </ul>

<ul style="list-style-type: none"> <li>• Middle College at Skyline - This program is a transitional program that helps students adjust to the schedule and course load for college</li> <li>• Referral to Peninsula - students who are credit deficient in their Junior and Senior years are referred/transferred to Peninsula High School</li> </ul>	
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**Support Services and Learning – Interventions and Student Learning**

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
<p>The school ensures that services support students' academic growth.</p> <ul style="list-style-type: none"> <li>• Freshman and Sophomore Teams have Student of Concern meetings where recommendations are given such after school tutoring, AST with administration, and meeting with wellness counselors if there are social emotional needs. After Team teachers have met with their student of concern, they will check back and see how the interventions discussed were implemented and how students have improved in all areas- social and academic. The pilot program for the Junior Team is currently in progress.</li> <li>• OSCR classes have been added and offered to students with Ds and Fs. The classes are available either 1st or 7th Period and allow students to repeat specific classes in a computer lab. A minimum of 70% grade is required to pass the class.</li> <li>• Since the Math and English support classes have been collapsed, an Inclusion Specialist (credentialed SPED teacher) works with the classroom teacher to best support all students in accessing the standards and demonstrating the skills necessary for the course. This model provides students with two specialists in one class- the classroom teacher who knows the material, and an Inclusion Specialist, who knows how to best modify/adapt the material for students' needs.</li> <li>• One Instructional Aide is a roaming Aide for ELD classes &amp; Art electives. Instructional Aides are also provided for teachers with SPED students as needed.</li> <li>• Peer tutoring has been available in the Library after school three days weekly. There are stated expectations for low-performing students to attend these sessions. The attending adults, with the help of student peer tutors, assist and guide students for tutorial help in multiple subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Team SOC Interventions</li> <li>• OSCR Coursework</li> <li>• Master Board</li> <li>• Instructional Aide Schedule</li> <li>• Peer tutoring sing-ins</li> </ul>

<ul style="list-style-type: none"> <li>• Students with special needs receive services from various groups and individuals. For example, hearing-impaired students were placed in classes and assisted by adults skilled in sign language. Their inclusion in class was beneficial to all parties in the classroom. The Deaf/Hard of Hearing program is no longer housed at Capuchino High School.</li> <li>• The counseling department (and their “kid talks”) are a major pathway to interventions for students who are struggling. The counselors encourage the students to enroll in after school tutoring and provide another pathway of communication between the teachers and the student (if needed). Counselors keep records and monitor student progress.</li> <li>• Incoming students with IEPs have articulation meetings in the spring previous to their admission in the fall. Interventions and support for that student population are determined at this meeting. With input from teachers, interventions are adjusted as needed.</li> <li>• AST interventions have been implemented with Freshman and Sophomore students with 2 or more “Ds” and “Fs” being identified and required to attend special sessions in the Library. The School Data Analyst regularly performs queries to provide the “D” and “F” information.</li> <li>• Most instructors use some form of differentiated instruction to challenge and engage GATE students in IB and non-IB classes. The majority of our GATE students at Capuchino are enrolled in IB classes.</li> <li>• .The GATE parent group funds field trips and other projects that allow all students, including GATE kids, to learn about new topics and have unique experience.</li> <li>• SST Process- When teachers have concerns with a student’s progress, they reach out to the student’s counselor. The counselor will get feedback from all teachers then set a meeting to review the cumulative file with the School Psychologist to discuss next steps, which can include SST meeting.</li> </ul> <p>According to the students, one of the challenges is that the teachers can be inconsistent with this. While the majority of teachers identify student learning needs and provide support, some do this much better than others.</p>	<ul style="list-style-type: none"> <li>• Deaf/Hard of Hearing Program</li> <li>• Counseling PLC notes/ agendas</li> <li>• IEPs, IEP meetings</li> <li>• D and F lists</li> <li>• AST attendance</li> <li>• Focus Group Findings</li> <li>• COMITE rosters</li> <li>• GATE Grants</li> <li>• SST meeting minutes</li> <li>• SST teacher recommendations</li> <li>• Student Focus Group findings</li> </ul>
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**Equitable Support to Enable All Students Access to a Rigorous Curriculum**

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>Capuchino offers its students a rich, rigorous, standards-based curriculum. Students have the support necessary to make accessing this curriculum equitable.</p> <p>Capuchino offers the following supports to students:</p> <ul style="list-style-type: none"> <li>• Students have 2 days of AST; Students or teachers can make appointments to meet for tutoring, academic support, completing assignments, etc.</li> <li>• The ASE (After-School Enrichment) program gives students a place to unwind, and connect with other support staff and students on campus.</li> <li>• Summer school offers ELD 1-3, and students can take courses to fulfill credits they may have missed during the school year.</li> <li>• Capuchino has one full-time Instructional Aide to support ELD 1-3 students in ELD content classes. Multiple full-time Instructional Aides are provided to support SPED students in mainstream classes.</li> <li>• Concurrent enrollment is offered and encouraged through Skyline College.</li> <li>• The OSCR program allows students to make up credits to graduate on time.</li> <li>• Guided Studies courses help students learn and practice positive study habits, and get extra support as necessary.</li> <li>• The AVID program offers students tutoring twice a week with a group of their peers. In the 2016-2017 school year, the District was able to hire college tutors to help facilitate the tutoring process.</li> <li>• Teachers provide additional tutoring/individual help on an individual basis during lunch and/or after school</li> <li>• Students can have a class period scheduled to work as Peer Tutors. They are dispersed through different courses such as math, English, science, etc.</li> <li>• During Flex Day, many teachers offered AST and IB support as a course option</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Group Findings</li> <li>• Bell Schedule</li> <li>• AST attendance</li> <li>• ASE sign-ins</li> <li>• Summer School Offerings</li> <li>• Website</li> <li>• Master Board</li> <li>• Peer tutor lists</li> <li>• Flex Day offerings/ sign ups</li> <li>• Instructional Aide schedules</li> <li>• Parent Questionnaire</li> <li>• Student Focus Group Results</li> </ul>

**Co-Curricular Activities**

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Students at Capuchino have access to a wide variety of curricular and co-curricular activities that support their academic progress</p> <p>The Student Athletes at Capuchino perform very well in terms of academics. For example, the Winter 2017 student athletes received a 3.0 or better overall GPA.</p> <ul style="list-style-type: none"> <li>• Wrestling- 3.020</li> <li>• Spirit Squad- 3.013</li> <li>• Girls Soccer- 3.535</li> <li>• Boys Soccer- 3.014</li> <li>• Girls Basketball- 3.362</li> <li>• Boys Basketball- 3.120</li> </ul> <p>Besides Athletics, Capuchino offers a variety of curricular and co-curricular activities:</p> <ul style="list-style-type: none"> <li>• The video editing lab is available for students to work on video editing projects for the video production class</li> <li>• Students have the option of electing to enroll at Middle College through Skyline. This program is a transitional program that helps students adjust to the schedule and course load for college</li> <li>• All clubs are advised by a certificated staff member. Club advisors are present at all club-related activities</li> <li>• Participation in clubs is open to all students regardless of gender, religion, ethnicity, etc.</li> <li>• The After School Enrichment program in the library every weekday provides regular peer-tutoring as well as activities designed to extend learning and enrich academic pursuits.</li> </ul> <p>According to the Student Focus Group:</p> <ul style="list-style-type: none"> <li>• The leadership is helpful, in general. Being in that class gave support, people in that class are a support group. It also helps students to socialize</li> <li>• The Latinos Unidos Group helps Latino students connect with each other on campus</li> <li>• It's easy for new students to get involved, teams, sports, clubs, activities. The clubs help out.</li> <li>• Everyone here is friendly, if you're new, people will start a conversation, joining sports, clubs will help to make friends</li> </ul> <p>The students mentioned that one of the challenges is getting more students involved. They feel that Capuchino needs an event like "Mills Mania" to get a big response from the school and the community.</p>	<ul style="list-style-type: none"> <li>• Athlete grades, Winter 2017</li>   <li>• Focus Group Findings</li>   <li>• Student Focus Group Findings</li> </ul>

# Chapter IV: Identified Critical Student Learning Needs

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## Analysis and Summary

## Chapter IV – Critical Student Learning Needs

Focus Group Findings: School Strengths				
Organization and Leadership	Curriculum	Instruction	Assessment	School Climate and Culture
Parent and student groups involved in decision-making	Use of current educational research to develop curriculum and program	Use of instructional technology (hardware and software)	Accessibility to stakeholders of assessment data	Implementation of twice-weekly AST periods
Effective parent outreach	Team teaching model; Freshman, Sophomore, and Junior Teams	Opportunities for collaborative learning	Accessibility of disaggregated assessment data for different learner groups	Freshman and Sophomore Teams, as well as pilot for Junior Team
Alignment of site and district goals to serve unduplicated pupils	Use of NGSS and CCSS to drive curriculum	Supporting our freshmen in transitioning to high school	IEP process effectively uses assessment data to evaluate supports for SPED students	Increased use of Naviance for all grade levels
Effective communication between site and district	Increased access to and use of instructional technology; use of educational software	Project-based assessments	Standards based assessment strategies, including re-engagement and re-assessment	Wellness Counselors and Wellness Coordinator, Family Engagement Coordinator
Increased availability of instructional tech	Use of Canvas and School Loop to monitor academic progress	Supporting EL students through Constructing Meaning instructional practices	Use of assessment data in decision-making process for instruction and curriculum	Culture of trust and collegiality among faculty
New bell schedule/ two ASTs	Exposure to higher education: Green Construction, Math 190, ERWC	Differentiated curriculum and assessments	Increased use of technology-based assessments	Smaller class sizes in English and Algebra
Embedded PLC collaboration	Increased and more equitable enrollment in IB courses	Inclusion program		AVID hiring college tutors
Increased CTE courses	Inclusion model; differentiated curriculum, vocational coordinators and transition coordinators for SPED students	Integrated PD plan/ PLCs		Parent groups, including Latino Parent Organization, PIQE, and ELAC
Implementation of wellness program	Summer Bridge and Summer Geometry	Freshman and Sophomore Teams		Flex Days
Implementation of Freshman/Sophomore Teams	Curriculum of PIQE group helps parents support student success	Interdisciplinary instruction		Career Center: large variety of college/career events and opportunities for students
Improvement of College/Career Programs				Growth of Counseling team
Competitive salary and benefits; highly qualified and dedicated staff				IB outreach: increased enrollment in IB courses and equitable enrollment across demographic groups
PD focused on CCSS and NGSS				Wide variety of sports, clubs, and organizations; academic success of athletes
ICs and TOSAs support professional growth				Support for struggling students, including ASE, peer tutoring, etc.



**Chapter IV – Critical Student Learning Needs**

<b>Focus Group Findings: Areas for Growth</b>				
<b>Organization and Leadership</b>	<b>Curriculum</b>	<b>Instruction</b>	<b>Assessment</b>	<b>School Climate and Culture</b>
More transparent process for how mission statement and Essential Skills are revisited	Students need access to 7 periods	Continue working on Learning Targets and gradations	Need consistent, designated time to analyze data, in particular with consideration for college and career readiness	Need training for peer tutors
More user-friendly access to district communication	Need for school-wide skill focus for transferable skills	Improve students' understanding and use of gradations in their own learning	Need to distribute and utilize data for vertical alignment	Need ongoing training for teachers on LGBTQ issues and gender spectrum
Disconnect between data analyzed at Board level and data valued by teachers	Reduce tracking that results from AS classes, Math levels, electives, and Freshman/ Sophomore Teams	Increase and improve structured academic discussions in the classroom	Need to consistently analyze and assess data for appropriate course placement	Need to revisit emergency procedures training
Difficult to locate information on parent outreach and parent groups	Improve articulation with middle schools	Increase use of instructional technology	Revisit Essential Skills (formerly known as ESLRs)	Need for better communication and transparency between certificated staff and administration
Many stakeholders not aware of school vision, mission, or goals	Some students not successful in "push-in" model; re-evaluate processes for differentiation, modifications, accommodations, and support	Increase use of formative assessments	Need multiple assessments tools for students to demonstrate proficiency	Monitoring safety: bathroom graffiti, vandalism and students smoking, resulting in bathroom closures
Improve system for evaluation of programs, decisions, administration, and processes	Create alternative schedules and/or programs for students identified as credit- and/or skill-deficient	Additional training on incorporating accommodations and modifications for SPED students in mainstream	Need additional training and support for teachers/PLCs working toward standards-based grading	Students not keeping campus clean, trash during brunch/lunch
Develop detailed system for making decisions				Persistent attendance issues
Need more department collaboration time				
Uncertain commitment to TOSAs from Board makes supporting teachers challenging				
Need more opportunities for input from whole staff about PD priorities				

## Chapter IV – Critical Student Learning Needs

### Identified Critical Student Learning Needs from Student and Community Profile (Chapter 2)

#### Critical Learner Needs (CLNs):

##### 1. Literacy across the Curriculum

(E-Skills: Critical Thinking, Reading, Writing, Self-management)

- Increase English proficiency rate for newcomer students.
- Improve performance in English I for Reclassified Fluent English Proficient students and English Learners not in ELD.
- Continue to train staff and develop EL Achieve/Constructing Meaning instructional practices and develop use of academic language in all disciplines.

##### 2. Academic Success

(E-skills: Critical Thinking, Reading, Writing, Self-management)

- Decrease D/F rates for all subgroups, 9th graders overall, and with particular focus on English Learners and Long-Term English Learners.
- Decrease overall absenteeism and chronic absenteeism.
- Improve performance on ELA/Math CAASPP exam, with an emphasis on English Learners and Latino students.
- Ensure there exists appropriate support for Special Education students in mainstream courses.

##### 3. College and Career Matriculation

(E-skills: Self-management, College and Career Knowledge, and Citizenship)

- Increase the percentage of students who attend an institution of higher learning in the year immediately following high school.
- Increase the percentage of students matriculating to four-year colleges or universities.

##### 4. Student Wellness

(E-skills: Critical Thinking, Self-management, and Citizenship)

- Continue to develop and implement wellness programs that will benefit targeted subgroups, such as Latino students, English Learners, and socio-economically disadvantaged students.
- Continue to build an ongoing and effective school-wide system of socio-emotional supports.
- Implement Positive Behavior Interventions and Supports (PBIS) as schoolwide practice.

Highlighted items above are reinforced by the work of our various Focus Groups and/or directly align with LCAP goals and priorities.

## Chapter IV – Critical Student Learning Needs

### Process

The CHS Leadership Team and School Site Council independently reviewed the Student and Community Profile data and findings, the Focus Group findings, and updated perceptual and performance data, as well as the LCAP goals in order to synthesize and prioritize a list of Critical Student Learner Needs for the school. They grouped related Critical Learner Needs in order to bring focus to the task, and prioritized those areas most commonly reinforced by findings from data, Focus Groups, and LCAP goals. They reviewed one another's work, provided feedback, and used these CLNs to draft a set of WASC goals for the school's Action Plan. That work was presented to the full staff for their review and input, which was incorporated into another round of revisions and feedback. In preparation for the development of the Action Plan, the Leadership Team also developed an initial set of strategic action items for each goal. The results are as follows.

### Synthesized List of Identified Critical Learner Needs and School Goals

#### **Critical Learner Need:** Meaningful Curriculum, Academic Rigor, and Support

- Teachers design and implement instructional practices that are academically rigorous, personalized and supportive for all populations. Students are clear on the learning targets while working on a standards-based curriculum that develops students' ability to read, write, critically think, problem-solve, and express ideas orally. Teachers communicate and students understand clear expectations about what it takes to excel in a course.
- Students have opportunities for personalized learning around a clearly defined core set of values (E-Skills) that meets them where they are and guides them, with appropriate support, to where they need to be.
- Students have opportunities to demonstrate grit, perseverance and academic habits of mind to move towards proficiency of content skills and knowledge.
- Through backwards mapping and vertical alignment, students have learning experiences that mirror the rigor of IB in 9th and 10th grade to accommodate the leap between 10th grade and the first year of IB.
- **What** students learn (content) is just as important as **how** we teach it (instructional strategies). Design relevant and engaging curriculum that is representative and beneficial to the student population we serve.
- Student diversity is acknowledged in the curriculum and learning activities are designed to develop both academic skills and real-life assets of empathy, citizenship, social justice and service.
- Students are tech-literate and demonstrate the ability to communicate, collaborate, think critically, and be creative while using technology.
- Students engage in interdisciplinary units of study to make connections across content areas.

#### **Goal 1:**

*Continue to develop and maintain a rigorous standards-based curriculum that recognizes diversity and is interdisciplinary in nature. Implementation of this curriculum focuses on instructional practices that support all students, with an emphasis on LTEL, SPED, and struggling learners, to access the IB Core skills across grade levels. This curriculum also engages teachers and students in the use of technology and collaboration in order to develop well-rounded students who are digital citizens.*

**Strategic Action Items:** Identify anchor standards (E-Skills 2.0) from various frameworks (NGSS, HSS, ELA/ELD, IB Skills etc.), continue Constructing Meaning implementation, implementation of Learning Targets with gradation, PLC Vertical Alignment to IB, implement interdisciplinary and culturally-responsive curriculum, Instructional Technology and CANVAS training.

## Chapter IV – Critical Student Learning Needs

### **Critical Learner Need:** College and Career Awareness

- Students are educated about college and career options. Students have opportunities to take college-level courses on site and at our local community colleges and make informed career choices. Through the Counseling department, students have grade-level experiences that culminate in a graduation plan.
- Families are educated about how to navigate the high school and college systems.
- ELD team (counselors, EL specialist, outreach coordinator, ELD/sheltered teachers, general education teachers) monitors, communicates, and supports academic plans and post-secondary goals.

#### **Goal 2:**

*Continue and expand our college/career support system that educates families and provides experiences that allow students to gain the information and skills necessary to successfully matriculate to college and/or careers.*

**Strategic Action Items:** *Increase use of district data, specifically D/F list for each grading period; increase career exploration for students to volunteer and participate in part time work, job shadowing, field trips, and internships.*

### **Critical Learner Need:** Innovation and School Culture

- With the skills as a core set of values (E-Skills), teachers feel confident using design thinking principles, participating in high leverage professional development, PLCs, and site leadership. These opportunities will inform teachers' thinking in order to create, experiment, and adapt the educational experience for students and staff. PLCs use the cycle of inquiry to determine best practices in curriculum, instruction, assessment, and grading.
- We use all information available to make decisions and to evaluate the efficacy of our programs and practices, paying close attention to specific learning groups (e.g., Special Education, English Learners, males, Latinos, and at-risk students).
- A culture of respect between classified staff, administrators and faculty is an ongoing pillar of daily interactions and operations. All decisions will be made using the core set of values (E-Skills) as the foundation.
- Staff will continue to reduce and manage stress to balance their workload.

#### **Goal 3:**

*Continue to develop systems and cultural practices that foster respect, collegiality, and innovation and are responsive to the needs of all stakeholders.*

**Strategic Action Items:** *Evaluate programs serving our at risk student groups; Professional Development in the following areas: Design Thinking, Cultural Responsiveness/Humility, Mental Wellness; Continued effort with the Great Place to Work committee*

### **Critical Student Learner Need:** Health, Wellness, and Social-Emotional Support

- Students have resources available to them to support their social and emotional well-being. The wellness program offers opportunities for students to gain strategies that help them cope and overcome life's setbacks.
- Wellness counseling is destigmatized in different parts of our school community to allow more students and families to access wellness supports.
- A majority of students are engaged in sports, music, drama, clubs and extracurricular activities.
- Students will continue to reduce and manage stress to balance their workload.

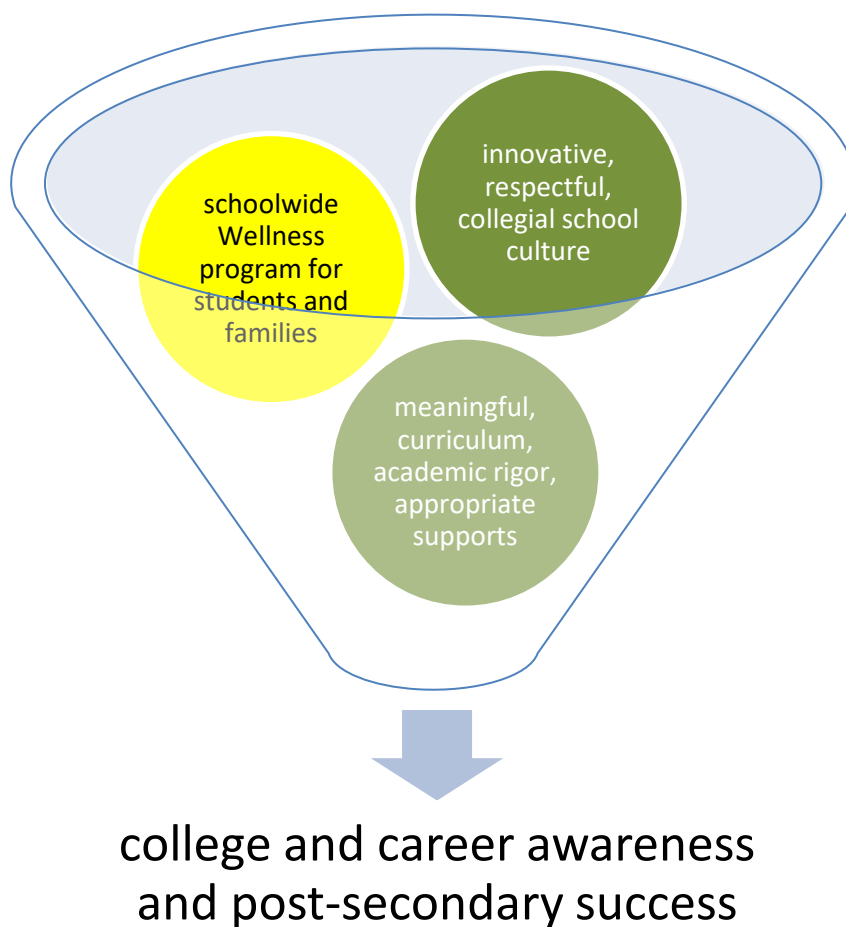
### Chapter IV – Critical Student Learning Needs

- Students, families, and staff create a physically and emotionally safe campus.
- Families can identify personnel who can help support them and their child.
- Parent outreach efforts help families to be present at school functions and actively participate at the site and district level.

**Goal 4:**

*Broaden and deepen wellness programs inside and outside the classroom to create more access to wellness for families and students.*

**Strategic Action Items:** *Explore and Implement Peer Mentorship Programs for our Latino males; explore and implement Positive Behavior Intervention Support (PBIS) to help build clarity on schoolwide behavior expectations and build in positive reward systems; continue to create curriculum around mindfulness and EQ for all grade levels*



Chapter IV – Critical Student Learning Needs

SMUHSD - CHS Alignment of Critical Learner Needs and Goals

District LCAP Goals	District Metrics & Expected Annual Outcomes	Superintendent’s Goals (17-18) around Academic Achievement	Instruction/ Curriculum Council Foci	Aligned School Site Leadership Goals
<p><b>Goal 1: Access</b></p>	<ul style="list-style-type: none"> <li>● Increase AP/IB Enrollment - 3% overall &amp; 10% subgroups</li> <li>● College/Career Readiness Indicator (CCI) – <i>forthcoming</i></li> <li>● Alignment of Syllabi to CA Standards</li> </ul>	<ul style="list-style-type: none"> <li>● Increase AP/IB Enrollment - 3% overall &amp; 10% subgroups</li> </ul>	<p>PD on:</p> <ul style="list-style-type: none"> <li>● Lang./Literacy- <i>Constructing Meaning</i></li> <li>● Digital Teaching/ Learning - <i>Canvas/Aeries Transition</i></li> <li>● <i>Content-Specific Best Practice</i></li> <li>● <i>Cultural Responsiveness and Inclusion</i></li> </ul>	<p><b>Goal 1:</b> <i>Continue to develop and maintain a rigorous standards-based curriculum that recognizes diversity and is interdisciplinary in nature. Implementation of this curriculum focuses on instructional practices that support all students, with an emphasis on LTEL, SPED, and struggling learners, to access the IB Core skills across grade levels. This curriculum also engages teachers and students in the use of technology and collaboration in order to develop well-rounded students who are digital citizens.</i></p>
<p><b>Goal 2: Achievement &amp; Equity</b></p>	<ul style="list-style-type: none"> <li>● A-G Completion</li> <li>● <u>Reduction of D/F rates</u> in Algebra I and English I</li> <li>● <u>Increase AP/IB</u> course enrollment by 5%</li> <li>● Improve <u>graduation rates</u></li> <li>● Increase % of exiting <u>10th Grade Students with 110 credits</u> and at least 2.0 GPA</li> <li>● Improve CAASPP Achievement</li> <li>● Improve EL Achievement</li> </ul>	<ul style="list-style-type: none"> <li>● A-G Completion</li> <li>● <u>Reduction of D/F rates</u> in Algebra I &amp; English I</li> <li>● <u>increase AP/IB</u> course enrollment by 5%</li> <li>● improve <u>graduation rates</u></li> <li>● Increase % of exiting <u>10th Grade Students with 110 credits</u> and at least 2.0 GPA</li> <li>● Improve CAASPP achievement</li> <li>● Improve EL achievement</li> </ul>	<ul style="list-style-type: none"> <li>● MTSS-Tier I Strategies:</li> </ul>	<p><b>Goal 1</b> (as above)</p> <p><b>Goal 2:</b> <i>Continue and expand our college/career support system that educates families and provides experiences that allow students to gain the information and skills necessary to successfully matriculate to college and/or careers.</i></p>
<p><b>Goal 3: Student Wellness and Student/Family Engagement</b></p>	<ul style="list-style-type: none"> <li>● Decrease suspension &amp; expulsion rates</li> <li>● Reduce by 15% the overall number of days lost due to suspension</li> <li>● Decrease by 5%, students reporting “feeling sad” on CHKS</li> <li>● Decrease by 10% the number of students reporting drug/alcohol use on CHKS</li> <li>● Improvement in student measures of “connectedness” on CHKS</li> <li>● Perception of the extent to which their school “[provides them] information on how to help their child plan for college/ vocational school.”-CHKS</li> <li>● Parent perception of the extent to which their school actively seeks the input of parents-CHKS</li> <li>● Parent perception of the school “providing quality counseling or other supports” CHKS</li> </ul>			<p><b>Goal 3:</b> <i>Continue to develop systems and cultural practices that foster respect, collegiality, and innovation and are responsive to the needs of all stakeholders.</i></p> <p><b>Goal 4:</b> <i>Broaden and deepen wellness programs inside and outside the classroom to create more access to wellness for families and students.</i></p>

# Chapter V: Schoolwide Action Plan

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## Chapter V: Schoolwide Action Plan

### Introduction

The *Areas of Strength* outlined in the Self-Study Findings commend Capuchino's progress over the last six years. *The Areas of Growth* directed the faculty and staff to develop a Schoolwide Action Plan inherently linked to the school's Critical Learner Needs and Schoolwide Learner Outcomes. The School Leadership Team, Focus and Home Groups, and School Site Council utilized the Student and Community Profile to narrow the findings into four growth goals. The purpose of these goals is to develop and implement strategies to increase student achievement and post-secondary success. As mentioned in the previous chapter, these goals align with the priorities of the district's LCAP, and the growth goals indicated herein were developed in conjunction with the LCAP's targeted measurable outcomes for students. Moving forward, the school will implement strategic action items that continue to develop the school culture and focus on continuous, student-centered improvement. The Schoolwide Action Plan was approved by the School Leadership Team and the School Site Council.

#### Growth Goal 1:

Continue to develop and maintain a rigorous standards-based curriculum that recognizes diversity and is interdisciplinary in nature. Implementation of this curriculum focuses on instructional practices that support all students, with an emphasis on LTEL, SPED, and struggling learners, to access the IB Core skills across grade levels. This curriculum also engages teachers and students in the use of technology and collaboration in order to develop well-rounded students who are digital citizens.

#### Growth Goal 2:

Continue and expand our college/career support system that educates families and provides experiences that allow students to gain the information and skills necessary to successfully matriculate in college and/or career.

#### Growth Goal 3:

Continue and expand our college/career support system that educates families and provides experiences that allow students to gain the information and skills necessary to successfully matriculate in college and/or career.

#### Growth Goal 4:

Continue to develop and implement wellness programs inside and outside the classroom to create more access to wellness for families and students.



**WASC Action Plan: Capuchino High School, 2017-18 SY**

**Goal 1:** *Continue to develop and maintain a rigorous standards-based curriculum that recognizes diversity and is interdisciplinary in nature. Implementation of this curriculum focuses on instructional practices that support all students, with an emphasis on LTEL, SPED, and struggling learners, to access the IB Core skills across grade levels. This curriculum also engages teachers and students in the use of technology and collaboration in order to develop well-rounded students who are digital citizens.*

**Rationale (Critical Learner Needs):**

- Teachers design and implement instructional practices that are academically rigorous, personalized and supportive for all populations. Students are clear on the learning targets while working on a standards-based curriculum that develops students' ability to read, write, critically think, problem-solve, and express ideas orally. Teachers communicate and students understand clear expectations about what it takes to excel in a course.
- Students have opportunities for personalized learning around a clearly defined core set of values (E-Skills) that meets them where they are and guides them, with appropriate support, to where they need to be.
- Students have opportunities to demonstrate grit, perseverance and academic habits of mind to move towards proficiency of content skills and knowledge.
- Through backwards mapping and vertical alignment, students have learning experiences that mirror the rigor of IB in 9th and 10th grade to accommodate the leap between 10th grade and the first year of IB.
- **What** students learn (content) is just as important as **how** we teach it (instructional strategies). Design relevant and engaging curriculum that is representative and beneficial to the student population we serve.
- Student diversity is acknowledged in the curriculum and learning activities are designed to develop both academic skills and real-life assets of empathy, citizenship, social justice and service.
- Students are tech-literate and demonstrate the ability to communicate, collaborate, think critically, and be creative while using technology.
- Students engage in interdisciplinary units of study to make connections across content areas.

**Supporting Data from 2017-18:**

- Focus Group findings
- 9th/10th grade D/F rates
- CAASPP results in Math, Science, and ELA
- Placement test results (EAP and community college placement exams)

## WASC Action Plan: Capuchino High School, 2017-18 SY

### Growth Targets:

#### 2018-19:

- Revisit and update the E-Skills
- Continue work around Learning Targets and Gradation
- Continue Canvas implementation
- Continue training around Constructing Meaning
- Continue to use Cycle of Inquiry in PLCs to determine best practices, curriculum, instruction, assessment, and grading

#### 2019-20:

- Departments and PLCs will backwards map from the E-Skills, State and IB Standards
- Continue to use Cycle of Inquiry in PLCs to determine best practices, curriculum, instruction, assessment, and grading
- Begin Vertical alignment process
- Continue work around Learning Targets and Gradation
- Continue Canvas implementation
- Continue training around Constructing Meaning

#### 2020-21:

- Continue Vertical Alignment practices
- Expand interdisciplinary work in PLCs/ between subject areas
- Continue to use Cycle of Inquiry in PLCs to determine best practices, curriculum, instruction, assessment, and grading
- Continue work around Learning Targets and Gradation
- Continue Canvas implementation
- Continue training around Constructing Meaning

**Schoolwide Learner Outcomes Addressed:** *Reading, Writing, Critical Thinking, Self-Management, Citizenship*

**Tools for Monitoring Progress:** Common assessment results, PLC meetings, peer observation cycles, Professional Development surveys, data from walkthroughs, department collaboration times, student grades, graduation rates, CAASPP and other standardized test results, student surveys, IEPs, SPED retention rates in mainstream courses, Freshman and Sophomore Team data, 9th/10 grade D/F statistics, Master Schedule, college matriculation data, EAP and community college placement results.

**WASC Action Plan: Capuchino High School, 2017-18 SY**

**Goal 1:** *Continue to develop and maintain a rigorous standards-based curriculum that recognizes diversity and is interdisciplinary in nature. Implementation of this curriculum focuses on instructional practices that support all students, with an emphasis on LTEL, SPED, and struggling learners, to access the IB Core skills across grade levels. This curriculum also engages teachers and students in the use of technology and collaboration in order to develop well-rounded students who are digital citizens.*

Tasks GOAL 1	Persons Responsible	PD/Resources Needed	Means to Evaluate Progress	Timeline	Reporting: when and to whom <i>(e.g., to Board annually)</i>
Identify anchor standards (E-skills 2.0) from various frameworks (NGSS, HSS, ELA/ELD, IB Skills etc.) that can be emphasized/ reinforced in all classes.	DO (curriculum coordinators); DHs; Admin	Dept. meeting time; DH meeting time; Pull out days; summer paid PD time for collaboration	Finalized list of E-skills 2.0	End of Spring 2019; ongoing	DH meetings to Admin; staff/faculty meetings; Department meetings
Continue work of developing learning targets with gradations, and related assessments	All PLCs; PD Coordinator	PLC time; pull-out days for PLCs/ depts.; continued support/PD for new hires	PLC meetings PLC surveys	Ongoing	At faculty meetings; in PLC meetings
Continue CM training for all staff and ensure that all teachers are trained in Constructing Meaning (CM)	DO (curriculum coordinators); DHs; Admin; PD Coordinator	PD day trainings; department pull out day; new teacher training; available model videos of classrooms using CM for teachers; teacher sharing best practices for CM; IC's trained as CM leaders to help with coaching	Peer observation cycles; PD surveys; peer walkthroughs	Ongoing	Yearly to Curriculum Coordinators/DO

<b>Tasks GOAL 1</b>	<b>Persons Responsible</b>	<b>PD/Resources Needed</b>	<b>Means to Evaluate Progress</b>	<b>Timeline</b>	<b>Reporting: when and to whom (e.g., to Board annually)</b>
Departments/PLCs will continue working towards vertical alignment of IB/content standards, instructional practices, and core skills to craft a coherent pathway for students to follow over the years. Departments/PLCs will continue to measure progress through common assessments/ inquiry cycles.	PLCs; Departments; PLC leaders; PD coordinator; Dept. Chairs; Admin; IB coordinator	Pull out days; PLC time; Collaboration time	PLCs; PLC surveys; PLC walkthroughs	2018 and ongoing	Share at DH and faculty meetings
All teachers are trained in the teaching and assessing of the IB core skills, including new hires and continual opportunity for refining practice.	IB coordinator and admin	Funding for IB training	Numbers of teachers trained formally by IBO will increase.	2018 and ongoing	IBO evaluation
Social Science Department is implementing a one semester Ethnic Studies Course for all freshmen.	History Teachers; Principal; Director of Special Programs	Textbook and resource funding; Time to work with other teachers/ schools implementing the program	Student grades; student surveys; teacher input; attendance rates; graduation rates	Fall 2018-ongoing	Report to Board
English Department integrating more culturally relevant and contemporary literature in all grade levels	English Department; Curriculum Council	Funding for new books/literature; time for collaboration	Student grades; student surveys; teacher input	Fall 2018	School Board; Site Administration; English Council
9th,10th and 11th grade teams in English and Social Science will implement more interdisciplinary curriculum based on historical time period	Social Science and English teachers	Site funding for planning curriculum and implementing assignments and assessments	Grades; Student engagement; teacher input	2017 and ongoing	Department Chairs; Site Administrators

<b>Tasks GOAL 1</b>	<b>Persons Responsible</b>	<b>PD/Resources Needed</b>	<b>Means to Evaluate Progress</b>	<b>Timeline</b>	<b>Reporting: when and to whom (e.g., to Board annually)</b>
Teachers will make curriculum more accessible via accommodations/modifications for the 'special populations' (SPED, ELD, struggling learners, 504)	Special Education teachers; mainstream teachers	Ongoing training and Professional Development	Retention rate in the mainstream; grades; student surveys	2017 and ongoing	Department Chair meetings; site administrators; Counseling and case managers
Teachers continue to implement a wide variety of tools, including technology, to encourage students to communicate, collaborate, critically think, and be more technologically literate	All teachers	Site funding for Professional Development for all teachers; Continued district funding for one to one classroom implementation; site funding for planning curriculum and implementing assignments and assessments; funding for IT TOSA; PLCs determine best tools/practices	Teacher surveys on implementation; student work	2017 and ongoing	Teachers; Site Administrators
Continue 9th grade Tech Orientation to align student access to technology	Tech Coordinator; Freshman Team; Admin; 9th grade teachers	School schedule - time for orientation; time for teachers to develop curriculum	Teacher/student surveys; teacher feedback	Fall semester, ongoing	Department Chairs; Site Administrators
Continue to support tech PD, including CANVAS training, for all staff and for teachers in the one to one laptop program	Tech coordinator (TOSA); district PD coordinator; teachers in 1-1 program	Site funding for ongoing PD; Tech TOSA for staff support	District 1-1 program evaluations; teacher surveys	Ongoing	Site Admin, annually
Expand the laptop loaner program to increase student access to technology outside of school	Admin; Tech Coordinators; Librarian; Counselors	Ongoing support from district	Student surveys; staff/faculty feedback	Ongoing	Report to Board, DC meetings, staff/faculty meetings

**WASC Action Plan: Capuchino High School, 2017-18 SY**

**Goal 2: *Continue and expand our college/career support system that educates families and provides experiences that allow students to gain the information and skills necessary to successfully matriculate in college and/or career.***

**Rationale (Critical Learner Needs):**

- Students are educated about college and career options. Students have opportunities to take college-level courses on site and at our local community colleges and make informed career choices. Through the counseling department, students have grade level experiences that culminate in a graduation plan.
- Families are educated about how to navigate the high school and college systems.
- ELD team (counselors, EL specialist, outreach coordinator, ELD/sheltered teachers, general education teachers) monitors, communicates, and supports academic plans and post-secondary goals.

**Supporting Data from 2017-18:**

- College matriculation and persistence data
- Student and parent surveys
- Student Focus Group findings
- Feedback from LPO and PIQE groups
- UC/CSU A-G Eligibility data
- Community college placement exam data
- College admission exam data (SAT, ACT)

**Growth Targets:****2018-19:**

- Expand use of data to inform instruction and course placement
- Expand use of D/F data to determine intervention needs
- Continue outreach to Spanish and Mandarin-Speaking families, expand College/Career information to these families
- Ongoing monitoring of equitable enrollment and academic success rates in IB courses

**2019-20:**

- Expand use of Data to inform instruction and course placement
- Expand use of D/F data to determine intervention needs
- Continue outreach to Spanish and Mandarin-Speaking families, expand college/career information to these families
- Continue developing student interest surveys to include student voice, student need
- Ongoing monitoring of equitable enrollment and academic success rates in IB courses

**WASC Action Plan: Capuchino High School, 2017-18 SY****2020-21:**

- Expand use of Data to inform instruction and course placement
- Expand use of D/F data to determine intervention needs
- Continue outreach to Spanish and Mandarin-Speaking families, expand college/career information to these families
- Continue developing student interest surveys to include student voice, student need
- Ongoing monitoring of equitable enrollment and academic success rates in IB courses

**Schoolwide Learner Outcomes Addressed:** *College and Career Knowledge, Self-Management, Citizenship*

**Tools for Monitoring Progress:** College matriculation and persistence data, community college placement exam data, college admission exam data, D/F lists, Summer School enrollment, UC/CSU A-G Eligibility data, student and family surveys

## WASC Action Plan: Capuchino High School, 2017-18 SY

**Goal 2: Continue and expand our college/career support system that educates families and provides experiences that allow students to gain the information and skills necessary to successfully matriculate in college and/or career.**

Tasks Goal 2	Persons Responsible	PD/Resources Needed	Means to Evaluate Progress	Timeline	Reporting: when and to whom (e.g., to Board annually)
Continue to develop and expand partnerships with community colleges	Admin, Counseling department, College and Career Specialist		Increased number of opportunities for students to engage with community colleges	2018-ongoing	Admin; DC meetings; school board; report annually
Continue to expand offerings for Career Day	College/Career Coordinators	Funds for events	Student feedback/surveys; number of offerings available	Ongoing	Admin; DC meetings; parent groups
Continue to develop and increase career exploration for students: volunteer, part time work, job shadowing, field trips, internships.	College/Career Coordinators & Counseling team	Funds for events	Track data through Aeries	Ongoing	Counseling & Admin; evaluate yearly
Increase use of district data, specifically D and F list for each grading period; Use data to be more intentional with interventions  Goal: earlier interventions	Admin; SDA; Academic Counseling:	Data from district; Each counselor will receive a copy of his/her list	Number of students on D/F list; Decrease in enrollment in OSCR and Summer School; increasing A-G eligibility	Ongoing	Report to administration and teachers; evaluate annually
Revamping grade-level curriculum for 9th, 10th grades to reach kids at each level. Create student needs surveys <ul style="list-style-type: none"> <li>Review data from previous survey</li> <li>Continue to look for resources that inspire, and connect with kids</li> <li>Use different modes to present material</li> <li>Create specific, grade-level goals</li> </ul>	Academic counseling and career team and Team teachers	Pull-out day to develop goals/surveys	Student engagement during presentations; Student surveys at the end of presentations	Complete curriculum for 9th and 10th graders by 2021	Report to administration and teachers, share during PLC
Develop needs assessment surveys to use during programming	Academic Counseling team	Time to create and look at data	Student surveys	Implement Spring of 2021	Report results to admin, DC meeting



**WASC Action Plan: Capuchino High School, 2017-18 SY**

**Goal 3: Continue to develop systems and cultural practices that foster respect, collegiality, and innovation and are responsive to the needs of all stakeholders.**

**Rationale (Critical Learner Needs):**

- With the skills as a core set of values (E-Skills), teachers feel confident using design thinking principles, participating in high leverage professional development, PLCs, and site leadership. These opportunities will inform teachers' thinking in order to create, experiment, and adapt the educational experience for students and staff. "PLCs use the cycle of inquiry to determine best practices in curriculum, instruction, assessment, and grading.
- We use all information available to make decisions and to evaluate the efficacy of our programs and practices, paying close attention to specific learning groups (e.g., Special Education, English Learners, males, Latinos, and at-risk students).
- A culture of respect between staff, administrators and faculty is an ongoing pillar of daily interactions and operations. All decisions will be made using the core set of values (E-Skills) as the foundation.
- Staff will continue to reduce and manage stress to balance their workload.

**Supporting Data from 2017-18:**

- Organization Focus Group, School Culture Focus Group, and Student Focus Group findings
- Staff surveys
- Parent group feedback

**Growth Targets:****2018-19:**

- Revisit and update the E-Skills
- Continue training and support for staff/faculty
- Continue GPTW committee
- Continue training around inclusive practices for SPED students
- Continue to use Cycle of Inquiry in PLCs to determine best practices, curriculum, instruction, assessment, and grading

**2019-20:**

- Develop evaluation tools for programs on campus
- Departments and PLCs will backwards map from the E-Skills, State, and IB Standards
- Continue GPTW committee
- Continue training around inclusive practices for SPED students
- Continue to use Cycle of Inquiry in PLCs to determine best practices, curriculum, instruction, assessment, and grading

**WASC Action Plan: Capuchino High School, 2017-18 SY****2020-21:**

- Continue/establish PD around:
  - Gender Binary and how best to serve/support our Gender non-binary students.
  - Cultural Responsiveness/Humility
  - Design thinking
  - Mental Illness
  - Trauma Informed
  - Anxiety/Depression
  - Suicide Ideation
- Continue GPTW committee
- Continue to use Cycle of Inquiry in PLCs to determine best practices, curriculum, instruction, assessment, and grading

**Schoolwide Learner Outcomes Addressed:** *Critical Thinking, Self-Management, Citizenship*

**Tools for Monitoring Progress:** Staff surveys, family surveys, student surveys, participation at events, various academic performance data disaggregated for all demographic groups, analysis of achievement gaps

**WASC Action Plan: Capuchino High School, 2017-18 SY**

**Goal 3: Continue to develop systems and cultural practices that foster respect, collegiality, and innovation and are responsive to the needs of all stakeholders.**

Tasks Goal 3	Persons Responsible	PD/Resources Needed	Means to Evaluate Progress	Timeline	Reporting: when and to whom <i>(e.g., to Board annually)</i>
Strengthen communication and opportunities for collegiality by: <ul style="list-style-type: none"> <li>• Creating a calendar of professional development conferences and workshops</li> <li>• Developing team building activities</li> <li>• Continue effort with the GPTW committee</li> </ul>	All teachers; Admin; DCs	Site funding; Time to develop events /resources	Conference notes; participation in events	2018-ongoing	Report to department chair committee, Admin
Annual PD will be offered to staff and faculty re: the following: <ul style="list-style-type: none"> <li>• Cultural responsiveness/humility</li> <li>• Design thinking</li> <li>• Mental Illness</li> <li>• Trauma-informed</li> <li>• Anxiety/depression</li> <li>• Suicide ideation</li> <li>• Gender binary and how best to serve/support our gender non-binary students.</li> </ul>	All staff/faculty	Time for trainings to take place  Site funding	Staff/faculty surveys	2018-ongoing	DCs; Site Admin; Faculty/Staff; annually
Develop tools to evaluate programs that aim to serve underperforming student groups	Staff, faculty, administration	Time to research/develop evaluation toolkit	Input from faculty/students/district	2018-ongoing	DC's; Site Admin; Faculty; District

**WASC Action Plan: Capuchino High School, 2017-18 SY**

**Goal 4: *Continue to develop and implement wellness programs inside and outside the classroom to create more access to wellness for families and students.***

**Rationale (Critical Learner Needs):**

- Students have resources available to them to support their social and emotional well-being. The wellness program offers opportunities for students to gain strategies that help them cope and overcome life's setbacks.
- Wellness counseling is destigmatized in different parts of our school community to allow more students and families to access wellness supports.
- A majority of students are engaged in sports, music, drama, clubs and extracurricular activities.
- Students will continue to reduce and manage stress to balance their workload
- Students, families, and staff create a physically and emotionally safe campus.
- Families can identify personnel who can help support them and their child.
- Parent outreach efforts help families to be present at school functions and actively participate at the site and district level.

**Supporting Data from 2017-18:**

- School Site Council findings
- Focus Group findings
- California Healthy Kids Survey (CHKS) results
- Parent Group feedback
- Student surveys, AST survey
- Truancy, suspension, and expulsion data
- D/F data, 9th/10th grade achievement data

**Growth Targets:****2018-19:**

- Continue offering FLEX days and two ASTs
- Explore and begin implementation of Peer Mentorship program for Latino Males.
- Explore and develop PBIS program for Capuchino
- Continue to create curriculum around mindfulness and EQ for all grade levels
- Continue to offer onsite Wellness Counseling

**WASC Action Plan: Capuchino High School, 2017-18 SY****2019-20:**

- Continue offering FLEX days and two ASTs
- Continue Peer mentorship program for Latino Males.
- Implement Phase 1 of PBIS- Dean and Admin implementation
- Continue to create curriculum around mindfulness and EQ for all grade levels
- Continue to offer onsite Wellness Counseling

**2020-21:**

- Continue offering FLEX days and two ASTs
- Implement Phase 2 of PBIS- Classroom implementation
- Continue to create curriculum around mindfulness and EQ for all grade levels
- Continue to offer onsite Wellness Counseling

**Schoolwide Learner Outcomes Addressed:** *Critical Thinking, Self-Management, Citizenship*

**Tools for Monitoring Progress:** Student surveys; academic achievement data; attendance and discipline data; parent and staff surveys; Wellness Counselor reporting; Peer Mentorship participation, achievement, and discipline data

**WASC Action Plan: Capuchino High School, 2017-18 SY**

**Goal 4: Continue to develop and implement wellness programs inside and outside the classroom to create more access to wellness for families and students.**

<b>Tasks Goal 4</b>	<b>Persons Responsible</b>	<b>PD/Resources Needed</b>	<b>Means to Evaluate Progress</b>	<b>Timeline</b>	<b>Reporting: when and to whom <i>(e.g., to Board annually)</i></b>
Continue to create curriculum around mindfulness and EQ for all grade levels	Academic and Wellness Counseling	PLC time to design curriculum	Student surveys	Ongoing	Presentation to staff/faculty about process/implementation
Explore and implement peer mentorship programs for our Latino males	Admin/Dean	Site funding	Student and family engagement; grades; attendance; discipline	2018-ongoing	Site Administration; Counseling; Dean
Explore and implement Positive Behavior Intervention Support (PBIS) to help build in clarity on school wide behavior expectations and build in positive reward systems.	Dean/Admin	PD training; teacher training; collaboration with student leadership	Increased Attendance; Decreased Discipline, Suspensions	2018-ongoing	Site Administration
Update intervention toolbox to have a better understanding of how interventions work <ul style="list-style-type: none"> <li>• Understanding of what wellness is</li> <li>• More detailed descriptions of available interventions</li> <li>• Advertising to stakeholders</li> <li>• Looking at MTSS</li> <li>• Updating tiers</li> </ul>	Academic and Wellness Counseling; Input from Jen Hauth	Time to meet during PLC	Feedback from Jen Hauth;  Student/parent/staff feedback (surveys)	2018-ongoing	Share tiers to staff/faculty in Fall of 2018 during all staff meeting; present to LPO, PTO