

# Capuchino High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Capuchino High School
<b>Street</b>	1501 Magnolia Avenue
<b>City, State, Zip</b>	San Bruno, CA 94066
<b>Phone Number</b>	(650)558-2799
<b>Principal</b>	Jesse Boise
<b>E-mail Address</b>	jboise@smuhsd.org
<b>Web Site</b>	smuhsd.org/capuchinohigh
<b>CDS Code</b>	4130738

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

### School Description and Mission Statement (School Year 2018-19)

Capuchino High School is located in the city of Millbrae on the San Francisco Peninsula. Capuchino serves an economic, linguistic, and ethnically diverse community. Capuchino is one of the six comprehensive high schools within the San Mateo Union High School District. The ethnic/racial makeup of the our school population is 1% African American, 11% Asian, 17% Caucasian, 8% Filipino, 49% Latino, 3% Pacific Islander, and 11% identify as multi-ethnic. Total student enrollment is 1184. The Class of 2019 includes approximately 274 students.

- 40% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 52% speak a language other than English
- 12% receive Special Education services
- 15% are English Learners

Capuchino'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." Within this pursuit, as an IB School, Capuchino has adopted the IB Learner Profile as our set of School-Wide Learning Outcomes. The IB Learner Profile, which includes ten attributes, is embedded into each of our courses at Capuchino. A school where diversity is treasured, Capuchino staff have aligned curriculum to the Common Core State Standards (CCSS) and International Baccalaureate (IB) assessments to provide students with the necessary skills for success in college and career.

As a school, our eminently talented staff works to ensure every student is challenged, supported, and known on campus. Our rigorous International Baccalaureate (IB) courses prepare students for the finest universities in the world, while developing a solid academic and ethical foundation with skills to be successful in a global setting. In order to support students within these rigorous courses, our Advancement Via Individual Determination (AVID) program prepares students for higher education, provides academic support, and fosters community. We have established 9th and 10th Grade Teams, where students have the opportunity to experience a greater level of personalization and support, both in academic and social-emotional realms. Each of our content-alike teaching teams act as Professional Learning Communities (PLCs) to foster reflection, learning, and professional growth. In order to support these groups, we have instructional leadership systems and leaders, including teachers on special assignment (Instructional Technology Coordinator, IB Coordinator, Professional Development Coordinator, Instructional Coaches, and a Math Coordinator).

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 to our campus, visitors notice an unmistakable and well-earned pride from both students and staff. We welcome you to visit and discover Capuchino High School!

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	308
<b>Grade 10</b>	320
<b>Grade 11</b>	285
<b>Grade 12</b>	300
<b>Total Enrollment</b>	1,213

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	10.7
Filipino	8.2
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	4.0
White	18.1
Socioeconomically Disadvantaged	38.4
English Learners	19.1
Students with Disabilities	10.1
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	67	70	71	515
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

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

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

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

The campus was remodeled significantly by the spring of 2012 and the campus remains in excellent condition. We host a full campus of academic buildings, athletic fields and facilities, an auditorium-theater complex, an arts satellite wing, a library, and several computer labs. In 2016-2017, improved campus signage was installed and a campus directory for improved community and district rental access. For 2017-18, Stadium lights were installed on the football field. Most recently for 2018-19, our 'D' Building (Science) was fully renovated to create more flexible learning spaces, outfitted with 21st century learning equipment.

Overall the facility status is excellent and all areas that need attention are proactively addressed by our operations crew.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/14/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	n/a
<b>Interior:</b> Interior Surfaces	Good	n/a
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	n/a
<b>Electrical:</b> Electrical	Good	n/a
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	n/a
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	n/a
<b>Structural:</b> Structural Damage, Roofs	Good	n/a

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/14/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	n/a

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

Year and month of the most recent FIT report: 11/14/18	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	73.0	63.0	77.0	71.0	48.0	50.0
Mathematics (grades 3-8 and 11)	43.0	32.0	56.0	52.0	37.0	38.0

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	260	98.86	63.46
Male	137	136	99.27	52.94
Female	126	124	98.41	75.00
Black or African American	--	--	--	--
Asian	35	34	97.14	76.47

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	24	24	100.00	79.17
Hispanic or Latino	120	119	99.17	56.30
Native Hawaiian or Pacific Islander	11	11	100.00	36.36
White	27	26	96.30	73.08
Two or More Races	22	22	100.00	72.73
Socioeconomically Disadvantaged	106	104	98.11	50.96
English Learners	112	110	98.21	48.18
Students with Disabilities	27	26	96.30	23.08

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

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

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	257	97.72	31.91
Male	137	134	97.81	30.6
Female	126	123	97.62	33.33
Black or African American	--	--	--	--
Asian	35	34	97.14	55.88
Filipino	24	24	100	50
Hispanic or Latino	120	116	96.67	21.55
Native Hawaiian or Pacific Islander	11	11	100	9.09
White	27	26	96.3	38.46
Two or More Races	22	22	100	40.91
Socioeconomically Disadvantaged	106	104	98.11	23.08
English Learners	112	109	97.32	22.02
Students with Disabilities	27	25	92.59	4

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

At Capuchino, students have to meet a one year graduation requirement for Career Technical Education (CTE). Our students have several courses they can take to meet this requirement including: Foods, Video Animation, Digital Photography, Film, and Green Construction. Our counseling department also meets with students to discuss their academic pathways and career interests. Each student participates in career exploration activities and our goal is to ensure students complete a four-year plan with career pathways identified. In addition, we have a full-time Career Coordinator who ensures that students have access to job shadows, internships, job skills training and work experience. For 2018-189, we continue to partner with local businesses for internship and job shadow opportunities.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	359
<b>% of pupils completing a CTE program and earning a high school diploma</b>	20%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	40%

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

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	99.3
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	58.6

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	14.8	32.0	33.0

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018-19)

Capuchino is a school that so much appreciates the dedication and involvement of our parents/guardians. In order to ensure sustained success for our parent organizations, the Capuchino High School Alumni Association (CHSAA), serves as the support system to support, train, and provide assistance to each of our various parent groups. These organizations collectively seek to foster community, fundraise, support student activities, and engage our community in an equitable manner. Capuchino High School parent/guardian organizations include: Parent Teacher Organization (PTO), Latino Parent Organization (LPO), Sports Boosters, Music Boosters, Drama Boosters, and IB Boosters. Contact information is listed below for each of the organization presidents.

Although each of our parent groups fulfill different functions, they work in tandem to ensure we improve each year as a school and community. Both the PTO and LPO, meet monthly to keep parents informed, create a forum for feedback, and provide an environment of continuous learning. At CHS, we are fortunate to have a full-time Family Engagement Coordinator who works with and supports our parent organizations. Our PTO works with the CHSAA annually on raising money for the "Growth Fund" which seeks to provide financial support for professional development, technology, and community building. Well-established parent booster groups actively support their children's involvement in athletics, music, drama, and IB. As a part of school governance, parents are represented on the School Site Council (SSC) and the English Learner Advisory (ELAC), which meet monthly. The SSC looks at school data to evaluate student achievement and progress on school goals. The SSC oversees budgets for administration, professional development, and the Growth Fund requests to ensure our expenditures are aligned with school goals.

PTO - Alison Mazzola Fox (foxmazzola@gmail.com)

LPO - Dulce Hatch (dhatch@smuhsd.org)

Sports Booster - John Zahursky (johnnyz1962@comcast.net)

Music Boosters - Maile Sliger (mailesliger@sbcglobal.net)

Drama Booster - Carol Badr (aceBadr@gmail.com)

IB Booster Nina Keys- (nina@keysfamily.org)

Capuchino Alumni Association - Judy Puccini (jpuccini@sanbrunocable.com)

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	6.0	4.1	3.3	6.6	6.8	5.3	10.7	9.7	9.1
<b>Graduation Rate</b>	92.8	94.4	91.9	91.6	90.9	90.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.



### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	94.1	89.9	88.7
Black or African American	100.0	86.4	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	95.2	94.9
Filipino	100.0	98.4	93.5
Hispanic or Latino	91.1	81.7	86.5
Native Hawaiian/Pacific Islander	100.0	96.4	88.6
White	96.5	93.0	92.1
Two or More Races	85.7	90.5	91.2
Socioeconomically Disadvantaged	91.7	81.9	88.6
English Learners	60.5	46.0	56.7
Students with Disabilities	86.4	61.4	67.1
Foster Youth	0.0	100.0	74.1

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.9	5.9	4.7	3.3	3.8	3.7	3.7	3.7	3.5
Expulsions	0.4	0.0	0.1	0.2	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Capuchino High School, has adopted the San Mateo County Office of Education (SMCOE) Big Five Protocols as a framework to guide emergency response. Annually, our SMUHSD Board of Trustees reviews and considers the adoption of an updated Safe Schools Plan (most recently approved spring, 2018) to ensure that we review data and proactively plan to create an environment which is safe for students both physically and emotionally. For 2018-19, we have updated our classroom emergency response packets, conducted a diverse set of monthly drills, and had staff members participate in SMCOE Big Five training to ensure we are knowledgeable in best practices for school safety. These new practices include completing Level I Safety Assessments (site level) when a significant safety concern is observed on or related to the campus and communication protocols to maximize our efficacy as a site team. Our campus safety team includes a broad set of school personnel, including office staff, counselors, administrators, campus supervisors, and a School Resource Officer (SBPD). We work closely with community organizations, including those from law enforcement, fire, and mental health to ensure responses to urgent matters are addressed effectively.

As a school, we have an evolving Multi-Tiered System of Supports (MTSS) to ensure that we serve each of our students effectively in academic, social/emotional, and behavioral domains. This includes many elements such as restorative justice practices, wellness counseling, active attendance monitoring, Academic Support Time (AST), and a mindfulness space for student use. We have a school-wide intervention team made up of School Counselors, Wellness Counselors, and administrators who meet weekly to review individual student needs and school-wide patterns.

Finally, in coordination with our district office, we have begun to re-evaluate our school camera system as an additional step to promote a safe campus for staff and students.

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

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	22	19	11	20.0	28	13	16	21.0	23	28	9
Mathematics	25.0	17	18	13	21.0	25	24	9	22.0	24	22	10
Science	27.0	5	30		24.0	11	32		24.0	10	31	
Social Science	22.0	17	15	15	21.0	22	17	13	23.0	14	24	10

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	370
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)		N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	23,557.02	5,405.92	18,151.10	102,125.98
District	N/A	N/A	13,794	
Percent Difference: School Site and District	N/A	N/A	27.3	0.8
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	96.2	17.8

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

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

## Types of Services Funded (Fiscal Year 2017-18)

At CHS, we spend the majority of our funds on teacher salaries and benefits, classroom instructional assistants, and instructional supplies, all of which directly support student academic performance. In order to ensure equitable outcomes we have a number of services and programs to support historically under-served groups of students. This includes English Language Development classes, math support classes, inclusive settings (co-taught classes) for students with disabilities, an EL Specialist, Family Engagement Coordinator, full-time College & Career Center, CTE courses, and AVID program (for first generation college bound students). Our district also allocates additional funds from LCAP to support our after school tutoring, a laptop check out program, and various other services (including free/discounted bus passes). In order to provide the most comprehensive services possible to our students, we also partner with Skyline Community College to offer concurrent enrollment courses on our campus (Green Construction and Los Hermanos). Finally, our school district has committed significant resources in training our staff in Constructing Meaning (CM), in order to support language development across content areas.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,772	\$50,747
Mid-Range Teacher Salary	\$99,647	\$86,127
Highest Teacher Salary	\$117,365	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$180,128	\$150,286
Superintendent Salary	\$286,000	\$238,058
Percent of Budget for Teacher Salaries	31.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	0	N/A
All courses	1	2.3

Cells with N/A values do not require data.

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

## Professional Development (Most Recent Three Years)

As a school, we self-identify as an International Baccalaureate (IB) school. This includes the adoption of the IB Learner Profile as our School-wide Learning Outcomes (SLOs). Each of these attributes aligns to and includes various state and local student standards for student learning (e.g. CCSS, NGSS). These SLOs were adopted in the fall 2018 through a recursive decision-making process that included faculty voting, with Department Chairs confirming through a formal consensus process. In our continued effort to align more closely with the International Baccalaureate model, our professional development will continue to focus on the inclusion of the IB Learner Profile, Approaches to Teaching (ATT), Approaches to Learning (ATL), and the IB Standards and Practices. It is our belief that that these teaching and learning practices will most effectively support more equitable learning outcomes. Unfortunately, our student learning outcomes still demonstrate predictable and disproportionate achievement patterns. Our professional development and daily instructional practices are committed to creating more equitable student learning outcomes.

At Capuchino, we have four integrated structures to support professional development. Content alike teachers work together as Professional Learning Communities (PLCs) to create lessons and assessments, analyze student work, and reflect to improve future instructional practices. Departments form the larger umbrella, which PLCs are situated within, to guide vertical alignment of content and skill standards. Broadening out, whole school professional development exists to support each of these groups on school-wide goals and initiatives. For 2018-19 these include the implementation of a new Learning Management System, instructional technology, academic language and literacy support (Constructing Meaning), standards based-grading, IB assessment deconstruction, and student social/emotional support. Finally, our school district offers each content area support through Curriculum Councils which provide targeted professional development on common district initiatives (including cultural responsive teaching, language and literacy, and the development CCSS/NGSS skills in content-based settings).

We are fortunate to offer a robust set of professional learning opportunities through each of these various structures. Teachers at CHS have the opportunity to attend national IB conferences (requirement of every 5 years for those who teach an IB course), local professional development sponsored through our school district, and offerings through our county office of education (recently focused on restorative practices). In addition, at CHS we have also released a handful of teachers to provide support in targeted areas for growth. In an effort to further implement IB practices, our IB Coordinator and Professional Development Coordinator work closely with the administration, departments, and PLCs to ensure relevant and deliberate learning experiences. Our Instructional Technology Coordinator provides both staff-wide and individual training on our new Learning Management System, Canvas, in order to most effectively utilize the platform and other technological tools to cultivate 21st century learning practices. New for 2018-19, both grade and CAASPP data demonstrated a need for growth. As a result, we have released one teacher from a class period to work closely with the math department to examine and implement the eight math practices outlined in the California Common Core State Standards. Finally, in order to continue developing a growth mindset, our teacher evaluation system is based on growth and personal SMARTER goals. Those on Full Evaluation engage in cycles of inquiry alongside an Instructional Coach and Administrator to maximize focus and support through the evaluation process.