Capuchino High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Capuchino High School
Street	1501 Magnolia Avenue
City, State, Zip	San Bruno, CA 94066
Phone Number	(650)558-2799
Principal	Jesse Boise
Email Address	jboise@smuhsd.org
Website	smuhsd.org/capuchinohigh
County-District-School (CDS) Code	4130738

Entity	Contact Information
District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
Email Address	kskelly@smuhsd.org
Website	www.smuhsd.org

School Description and Mission Statement (School Year 2019-20)

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 2% African American, 13% Asian, 20% Caucasian, 11% Filipino, 32% Latino, 4% Pacific Islander, and 18% identify as multi-ethnic. Total student enrollment is 1213. The Class of 2020 includes approximately 331 students.
- 39% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 50% speak a language other than English
- 13% receive Special Education services
- 17% 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. To facilitate this growth, 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 2018-19)

Grade Level	Number of Students
Grade 9	280
Grade 10	315
Grade 11	317
Grade 12	275
Total Enrollment	1,187

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	12.2
Filipino	8.6
Hispanic or Latino	49.3
Native Hawaiian or Pacific Islander	3.6
White	3.6
Two or More Races	6.3
Socioeconomically Disadvantaged	39.8
English Learners	19
Students with Disabilities	12.2
Foster Youth	0.2
Homeless	0.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	70	71	71	544
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Year and month of the most recent FIT report: 12/2/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	n/a
Interior: Interior Surfaces	Good	n/a
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	n/a
Electrical: Electrical	Good	n/a
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	n/a
Safety: Fire Safety, Hazardous Materials	Good	n/a
Structural: Structural Damage, Roofs	Good	n/a
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	n/a
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	61	71	70	50	50
Mathematics (grades 3-8 and 11)	32	34	52	50	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	319	293	91.85	8.15	60.75
Male	159	147	92.45	7.55	55.10
Female	160	146	91.25	8.75	66.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	31	29	93.55	6.45	65.52
Filipino	23	22	95.65	4.35	77.27
Hispanic or Latino	168	152	90.48	9.52	50.00
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	45.45
White	22	21	95.45	4.55	76.19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	27	100.00	0.00	70.37
Socioeconomically Disadvantaged	123	111	90.24	9.76	53.15
English Learners	114	101	88.60	11.40	34.65
Students with Disabilities	41	31	75.61	24.39	19.35
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	319	303	94.98	5.02	33.66
Male	159	155	97.48	2.52	33.55
Female	160	148	92.50	7.50	33.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	31	31	100.00	0.00	54.84
Filipino	23	22	95.65	4.35	50.00
Hispanic or Latino	168	159	94.64	5.36	21.38
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	36.36
White	22	21	95.45	4.55	38.10
Two or More Races	27	27	100.00	0.00	44.44
Socioeconomically Disadvantaged	123	116	94.31	5.69	25.86
English Learners	114	110	96.49	3.51	17.27
Students with Disabilities	41	31	75.61	24.39	6.45
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Career Technical Education Programs (School Year 2018-19)

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	302
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	23.1

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.48
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	63.54

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	17.3	26.6	27.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 Assocation (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, teacher grants, and community building. As a part of school governance, parent/guardians 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 also oversees budgets for administration, professional development, and Growth Fund requests to ensure our expenditures are aligned with school goals.

PTO - Alison Mazzola Fox (capuchino.pto@gmail.com)
LPO - Dulce Hatch (dhatch@smuhsd.org)
Sports Booster - Mark Pellegrini (mpellegrini@metroelectric.com)
Music Boosters - Jennifer Gomez (music.capuchino@gmail.com)
Drama Booster - Carol Badr (capdramapres@gmail.com)
IB Booster Nina Keys- (nina@keysfamily.org)
Capuchino Alumni Association - Michael Salazar (salazar@hotmail.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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	4.1	3.3	3	6.8	5.3	3.4	9.7	9.1	9.6
Graduation Rate	94.4	91.9	94.9	90.9	90	91.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.9	4.7	4.0	3.8	3.7	3.4	3.6	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, 2019) to ensure that we review data and proactively plan to create an environment which is safe for students both physically and emotionally. For 2019-20, 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 practices include completing Level I Safety Assessments (site level) when a significant safety concern is observed 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 proactively 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 student progress monitoring teams (Tier I, Tier II, 9th, and 10th grade) made up of School Counselors, Wellness Counselors, teachers, classified staff, and administrators, who meet regularly to review individual student needs and school-wide patterns.

Finally, in coordination with our district office, we have re-evaluated our school camera system as an additional step to promote a safe campus for staff and students and hope to implement improvements in this area in the near future.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	20	28	13	16	21	23	28	9	21	23	29	9
Mathematics	21	25	24	9	22	24	22	10	20	26	27	7
Science	24	11	32		24	10	31		26	9	31	
Social Science	21	22	17	13	23	14	24	10	23	16	17	15

*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.

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

Title	Ratio
Academic Counselors*	339.1

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.1

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20,206.28	4,701.08	15,505.20	106,038.48
District	N/A	N/A	14,820.02	$105,873.00
Percent Difference - School Site and District	N/A	N/A	4.5	0.2
State	N/A	N/A	$7,506.64	$88,538.00
Percent Difference - School Site and State	N/A	N/A	69.5	18.0

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 2018-19)

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 hot spots for students without home access to Wi-Fi). In order to provide the most comprehensive services possible to our students, we also partner with Skyline Community College to offer dual enrollment courses on our campus (Network Engineering 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$64,243	$52,466
Mid-Range Teacher Salary	$103,632	$87,373
Highest Teacher Salary	$122,060	$109,803
Average Principal Salary (Elementary)	$0	$
Average Principal Salary (Middle)	$0	$142,025
Average Principal Salary (High)	$187,457	$153,904
Superintendent Salary	$297,000	$241,221
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A
All courses	1	2.4

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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 of 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 patters. 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. This year, each PLC has constructed, implemented, and analyzed results from a common student task addressing numerous elements of the IB Learner Profile. 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 2019-20 these include the implementation of a new Learning Management System, instructional technology, academic language and literacy support (Constructing Meaning), IB assessment deconstruction, and student social/emotional support. We have framed each of these learning experiences within the IB Learner Profile, explicitly connecting our work to the IB Learner Profile Attributes of Caring & Communication for the entire school year. 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 (currently emphasizing student social/emotional well being). 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 Learning Management System, Canvas, in order to most effectively utilize the platform and other technological tools to cultivate 21st century learning practices. As a result of the disparities within our CAASPP math scores, 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 SMARTE goals. Those on Full Evaluation engage in cycles of inquiry alongside an Instructional Coach (IC) and administrator to maximize focus and support through the evaluation process.