Capuchino High School (See Attachments)

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Capuchino High School (See Attachments)
Street	1501 Magnolia Avenue
City, State, Zip	San Bruno, CA 94066
Phone Number	(650) 558-2799
Principal	Jose A. Gomez
Email Address	jagomez@smuhsd.org
School Website	https://www.smuhsd.org/capuchinohigh
County-District-School (CDS) Code	4130738

2022-23 District Contact Information

District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Randall Booker
Email Address	rbooker@smuhsd.org
District Website Address	www.smuhsd.org

2022-23 School Overview

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 2023 includes approximately 274 students.

- 40% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 52% speak a language other than English at home
- 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. 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 an MTSS 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!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	260
Grade 10	292
Grade 11	260
Grade 12	311
Total Enrollment	1,123

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.1
Asian	10.7
Black or African American	1.0
Filipino	10.0
Hispanic or Latino	48.6
Native Hawaiian or Pacific Islander	4.3
Two or More Races	8.2
White	17.2
English Learners	14.7
Foster Youth	0.3
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	36.2
Students with Disabilities	13.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.70	80.71	391.50	82.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.10	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	1.35	12.10	2.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	0.83	10.20	2.17	12115.80	4.41
Unknown	10.10	17.10	58.50	12.37	18854.30	6.86
Total Teaching Positions	59.10	100.00	472.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.10	69.83	387.40	79.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.47	4.80	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.24	13.30	2.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.20	1.06	11953.10	4.28
Unknown	18.60	29.45	78.60	16.07	15831.90	5.67
Total Teaching Positions	63.20	100.00	489.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.10

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.00
Total Out-of-Field Teachers	0.40	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.40	2.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	1.60

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	9/2022

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	Yes	0
Mathematics	Current and Meets State and Local Standards	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	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

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 outdoor learning areas for students. 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. In 2018-19, our 'D' Building (Science) was fully renovated to create more flexible learning spaces, outfitted with 21st century learning equipment. With the support of Measure L our stadium field was renovated with synthetic turf during the summer, 2020. Finally, our Softball, Baseball, and Practice fields are in the final stages of being handed over to the site so that our community can benefit from our athletic complex.

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

Year and month of the most recent FIT report	11/10/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			n/a
Interior: Interior Surfaces	X			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			n/a
Electrical	X			n/a
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			n/a
Safety: Fire Safety, Hazardous Materials	X			n/a
Structural: Structural Damage, Roofs	X			n/a
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			n/a

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	68	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	50	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	226	86.59	13.41	67.70
Female	145	125	86.21	13.79	74.40
Male	116	101	87.07	12.93	59.41
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	23	22	95.65	4.35	68.18
Black or African American	--	--	--	--	--
Filipino	23	22	95.65	4.35	81.82
Hispanic or Latino	134	112	83.58	16.42	62.50
Native Hawaiian or Pacific Islander	13	12	92.31	7.69	41.67
Two or More Races	16	11	68.75	31.25	90.91
White	47	42	89.36	10.64	73.81
English Learners	39	24	61.54	38.46	8.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	31	28	90.32	9.68	46.43
Socioeconomically Disadvantaged	99	82	82.83	17.17	56.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	30	23	76.67	23.33	17.39

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	241	92.34	7.66	26.14
Female	145	133	91.72	8.28	24.81
Male	116	108	93.10	6.90	27.78
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	23	22	95.65	4.35	45.45
Black or African American	--	--	--	--	--
Filipino	23	22	95.65	4.35	31.82
Hispanic or Latino	134	121	90.30	9.70	14.88
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	0.00
Two or More Races	16	14	87.50	12.50	50.00
White	47	44	93.62	6.38	45.45
English Learners	39	34	87.18	12.82	2.94
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	31	30	96.77	3.23	16.67
Socioeconomically Disadvantaged	99	89	89.90	10.10	19.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	30	22	73.33	26.67	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.64	NT	50.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	236	87.41	12.59	43.64
Female	134	117	87.31	12.69	37.61
Male	136	119	87.5	12.5	49.58
American Indian or Alaska Native	0	0	0	0	0
Asian	43	37	86.05	13.95	54.05
Black or African American	--	--	--	--	--
Filipino	31	30	96.77	3.23	63.33
Hispanic or Latino	118	98	83.05	16.95	26.53
Native Hawaiian or Pacific Islander	11	11	100	0	45.45
Two or More Races	23	22	95.65	4.35	40.91
White	43	37	86.05	13.95	64.86
English Learners	30	22	73.33	26.67	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	28	25	89.29	10.71	24
Socioeconomically Disadvantaged	97	83	85.57	14.43	31.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	20	58.82	41.18	10

2021-22 Career Technical Education Programs

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, Digital Photography, Film, Network Engineering, Advanced Ceramics, and Publications. Our counseling department meets with students to discuss their academic pathways and career interests. While IB Programme offerings are the centerpiece of our 11th/12th grade courses, 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/CTE Coordinator who ensures that students have access to job shadows, internships, job skills training and work experience.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	313
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.84
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	66.12

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93%	93%	92%	90%	88%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, and Drama 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 - N/A
LPO - Dulce Hatch (dhatch@smuhsd.org)
Sports Booster - Sarah Burton (burton.sarah784@gmail.com)
Music Boosters - Aileen Mark (music.capuchino@gmail.com)
Drama Booster - Ivon van Mechelen (capdramapres@gmail.com)
Capuchino Alumni Association - Michael Salazar (salazar@hotmail.com)

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.4	3.9		3.9	3.9		8.9	7.8
Graduation Rate		91.9	91.5		91	92.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	281	257	91.5
Female	138	127	92.0
Male	143	130	90.9
American Indian or Alaska Native	0	0	0.0
Asian	45	43	95.6
Black or African American	--	--	--
Filipino	33	32	97.0
Hispanic or Latino	123	106	86.2
Native Hawaiian or Pacific Islander	12	11	91.7
Two or More Races	24	23	95.8
White	43	41	95.3
English Learners	52	40	76.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	134	121	90.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	44	34	77.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1173	1165	284	24.4
Female	581	578	150	26.0
Male	591	586	133	22.7
American Indian or Alaska Native	1	1	0	0.0
Asian	125	124	18	14.5
Black or African American	11	11	5	45.5
Filipino	115	115	14	12.2
Hispanic or Latino	578	573	163	28.4
Native Hawaiian or Pacific Islander	49	48	22	45.8
Two or More Races	93	93	19	20.4
White	201	200	43	21.5
English Learners	218	212	75	35.4
Foster Youth	4	4	3	75.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	453	448	140	31.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	169	166	63	38.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.10	2.49	2.45
Expulsions	0.08	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.08	7.93	0.22	6.06	0.20	3.17
Expulsions	0.00	0.17	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.93	0.17
Female	3.79	0.17
Male	12.01	0.17
American Indian or Alaska Native	0.00	0.00
Asian	1.60	0.00
Black or African American	27.27	0.00
Filipino	4.35	0.00
Hispanic or Latino	8.82	0.17
Native Hawaiian or Pacific Islander	8.16	2.04
Two or More Races	9.68	0.00
White	9.45	0.00
English Learners	10.09	0.46
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.27	0.22
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.83	0.59

2022-23 School Safety Plan

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, 2020) to ensure that we review data and proactively plan to create an environment which is safe for students both physically and emotionally. Annually, we update our classroom emergency response packets, conducte a diverse set of monthly drills, and have 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, Flex Time, and a Welness Center 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 added a comprehensive school camera system to promote a safe campus for staff and students.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	30	20	16
Mathematics	24	22	15	20
Science	25	10	31	2
Social Science	22	23	14	16

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	43	31	4
Mathematics	17	36	29	6
Science	19	24	19	8
Social Science	14	46	23	9

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	30	27	7
Mathematics	24	23	16	11
Science	21	14	30	
Social Science	19	24	21	8

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	311.94

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.6
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,748.91	2,743.60	12,005.31	116,417.69
District	N/A	N/A	14,225.97	$117,180.81
Percent Difference - School Site and District	N/A	N/A	-16.9	-0.7
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	58.2	21.2

2021-22 Types of Services Funded

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, an academic language support class, various math pathways, 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 Chromebook for every student, 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, Hospitality, 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$71,432	$55,947
Mid-Range Teacher Salary	$115,228	$90,080
Highest Teacher Salary	$135,718	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$146,364
Average Principal Salary (High)	$193,088	$164,633
Superintendent Salary	$322,400	$261,984
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	2.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

For 2022-23, the SMUHSD has universally continued to place an emphasis on anti-racism. Capuchino has embraced these learning opportunities, reflecting and re-examining practices to combat implicit bias and institutional racism. Our initial stages of learning have been in the areas of personal reflection and historical inquiry, with future steps including the examination and redesign of our practices, policies, and structures.

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. 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. 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).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4		4