

**SELF-STUDY VISITING COMMITTEE REPORT**  
**ACCREDITING COMMISSION FOR SCHOOLS,**  
**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**  
**CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**CAPUCHINO HIGH SCHOOL**

**1501 Magnolia Avenue**  
**San Bruno, CA 94066**  
**San Mateo Union School District**

**March 17-20, 2024**

**Visiting Committee Members**

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## Introduction

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**
- **Summarize the involvement and collaboration of stakeholders/educational partners in the self-study process.**

Founded in 1950, Capuchino High School (CHS) is an International Baccalaureate (IB) World and California Gold Ribbon School in the city of San Bruno on the San Francisco Peninsula. CHS has been an IB school since 2008. IB classes are taken only by juniors and seniors. In 2018, CHS adopted the IB Learner Profile (IBLP) as its Schoolwide Learner Goals (SLOs), embedding its ten attributes into the school culture. The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective *Source: <https://www.ibo.org/benefits/learner-profile/>*

As will be discussed later in this report, the VC observed and was told there is a tension between the challenges faced by under-prepared incoming students, social-emotional needs, the district's equity initiative, and the IB model. As CHS pursues its action plan to create an updated mission, the VC is hopeful that this will reunify the campus around the chosen identity.

Besides IB, Capuchino offers the following programs for students:

- **Advancement Via Individual Determination (AVID):** a long-standing program at CHS, AVID is offered to students who seek to become first-generation college students, developing a college-going culture and academic skills necessary for post-secondary success.
- **Dual enrollment:** In partnership with Skyline Community College, CHS students have the opportunity to earn community college credit and high school credit concurrently in a number of courses designed to support historically underserved groups of students.

### Equity

In the 2021-22 school year, San Mateo Union High School District (SMUHSD) initiated its Antiracist School and Community Transformational Journey, signaling to all stakeholders a commitment to equitable school practices and outcomes. At CHS, the school has supported and upheld this work in its professional development (PD) and collaborative endeavors. Schoolwide, staff engaged in empathy interviews with students in order to gather street data on students' experiences at the school. Teachers engaged in PD in restorative justice practices and culturally responsive pedagogy, and then brought those practices into their classrooms. Currently, all CHS teachers participate in collaboration teams focused around teacher observation and teacher-driven initiatives, with a particular focus on equity and antiracism. This work is in alignment with the school's educational philosophy and the district's antiracist vision. The school created a one-semester Ethnic Studies class (now a graduation requirement). The English department at CHS has successfully incorporated more culturally relevant and contemporary literature at all grade levels, including more diverse perspectives and a wider variety of text types. A concerted effort has been made to strengthen equity in access and inclusion for English Learners, including additional programs, funding, and staff to support these students.

SS Process

Capuchino’s objective for the WASC self-study (SS) process was to examine the progress the school has made since the last full site visit in 2018, and then develop a plan for continued academic achievement for all students. Teams of students, parents, administrators, as well as certificated and classified staff, analyzed the school’s progress toward the common goals. Ultimately, this led to a reexamining and revision of the schoolwide action plan (SWP). Throughout the SS process, CHS

- reviewed the schoolwide action plan and areas for follow-up from the last WASC visit;
- examined demographic and performance data;
- identified major student learner needs based on qualitative and quantitative data;
- analyzed the school’s progress in each focus group domain; and
- used data and feedback gathered to inform the revision of our schoolwide action plan.

In order to ensure alignment with LCAP goals, the SS coordinator and administrative team collaborated with district leadership to develop goals and metrics for assessing school programs. The district provided support throughout the process to ensure the school had the resources necessary to implement its plan for the SS. In addition to the five focus groups composed of certificated and classified staff, multiple student and parent focus groups were convened throughout the SS process. Multiple leadership and school community bodies contributed to the process, including the Latino Parent Organization (LPO), the English Learner Advisory Committee (ELAC), the School Site Council (SSC), and the Site Leadership Team (SLT).

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating:** *Highly Effective*    Effective    Somewhat Effective    Ineffective  
 Based on focus group conversations and the content of the SS, the VC applauds CHS for its inclusive and broad-based SS process, including classified staff too. The SS celebrated the successes but did not gloss over the troubling and difficult issues that are driving its ongoing SPSA. The school’s action plan and goals are aligned with the district’s LCAP as well as the site-level areas of strength and growth.

## Chapter 1: Progress Report

Significant developments since the last full ACS WASC visit in 2018:

Changes in administration: CHS has experienced several changes in leadership, with a new principal beginning in fall 2018 and then another new principal joining the school in fall of 2022. Several changes in AP positions as well as the school's Dean also occurred in the interim between the last full site visit and the present. The VC notes that these changes, coupled with the pandemic, have impacted the extent of school cohesion and unity around a single, primary school purpose and goal.

Change in enrollment: Student enrollment has declined from a peak of 1,260 in the 2019-20 school year to 1,069 in 2022-23, representing a 15.2% decrease in enrollment. The number of EL students has increased.

Adoption of new Schoolwide Learner Goals (SLGs): Beginning almost immediately after receiving the VC's 2018 report, CHS began to reimagine itself as (to use the VC's terms) a true IB school rather than a school with an IB program. CHS adopted the IB Learner Profile (IBLP) as its SLOs and revised the school's mission statement to reflect the new vision. But the new mission was not formally adopted. A core beliefs committee outlined belief statements that, among other ideals, emphasized the commitment to the ATL. The failure to formally adopt and disseminate an updated mission statement appears, to the VC, to have hampered a sense of cohesion around a single school identity.

Pandemic: Obviously, the global pandemic had a significant impact on every aspect of the school and on every member of the CHS community. Much of the action plan was put on hold. The end of Spring 2020 was distance learning, as was almost all of the 2020-21 school year. CHS worked hard to take care for the well-being of the students and staff as it navigated the pandemic; by now, daily school life has returned, for the most part, to normal. CHS continues to emphasize the importance of students and staff taking care of their physical and emotional health, staying home when sick, and encouraging testing and masking when appropriate.

Structural changes: A number of structural changes have accompanied the return to in-person instruction. The year of distance learning expedited CHS' process of achieving 1:1 access to technology for students. A long process of construction and modernization of the campus and its facilities is complete. The district implemented a common bell schedule across the six comprehensive sites, including a later start time, a 90-minute block schedule, and two embedded "flex" periods for student support and intervention. In Fall 2023, CHS faculty voted to adopt a gradel-level homeroom period to replace Flex. Students now have a set classroom to land at the beginning of this period; they continue to have the ability to make appointments to meet with teachers for support and additional instruction. The VC was informed by some students that having to go to a homeroom has lessened the time available to get help from teachers elsewhere on campus.

Staffing and program changes: Additional staffing and resources have allowed the school to deepen its student support systems over the past six years. The school has developed a Mindfulness Center that allows students an opportunity to take a moment for themselves during the school day. The school added more Wellness counseling staff and school social workers, including an EL Wellness Counselor and EL Social Worker. The Student Success Coordinator supervises an academic support program that includes after-school tutoring from teachers and peers. Funding to support restorative justice practices at the school has provided opportunities for PD for teachers as well as the RJ Coordinator. The SPED department moved to a more flexible case management approach in order to provide better on-on-one support.

Finally, the creation of an MTSS Coordinator role and Tier I and Tier II intervention teams has produced a more systematic approach to intervention at the school. The Tier I team analyzes data to determine

universal equity imperatives for schoolwide action; the Tier II team develops and monitors targeted intervention programs to address the needs of struggling students.

Equity focus: As noted earlier, another significant development over the past six years has been the school's increasing commitment to antiracism and equity in education. This work is site-driven and in alignment with district priorities and LCAP goals. PD at the district and site level has focused on antiracist work, including equity-based grading practices and conducting empathy interviews with students. The school created a one-semester Ethnic Studies class (now a graduation requirement). The English department at Capuchino has successfully incorporated more culturally relevant and contemporary literature at all grade levels, including more diverse perspectives and a wider variety of text types. A concerted effort has been made to strengthen equity in access and inclusion for English Learners, including additional programs, funding, and staff to support these students.

### 2018-2023 Action Plan

*Schoolwide Goal 1: Continue to develop learning experiences that are rooted in the IB Learner Profile and the Approaches to Teaching and Learning; adequately support historically underserved groups of students (HUGS).*

Since the last full SS, the school adopted the IB Learner Profile as its SLOs and developed an instructional framework that is increasingly rooted in IB's ATL. PD and PLC work has highlighted the attributes of the IBLP, and teachers create awareness of these attributes schoolwide. The community has celebrated staff and students who exemplify IBLP attributes through IB Awards, with a particular emphasis on acknowledging HUGS. Curriculum and instruction continue to be rooted in the IB standards as well as state standards, NGSS, and ELA/ELD frameworks. Departments vertically align curriculum with learning objectives derived from these standards. Departments backward-map curriculum and assessments toward the IB assessments. English teachers use a common framework for text analysis. Math classes have been completely restructured to adopt a more international, integrated approach that more closely aligns with IB standards. Science vertically aligns its curriculum to the integrated Math courses, and has explored equity-based grading practices. The World Languages department develops common learning experiences (a district priority) that align with IB text types. The Social Science department has developed a two-year Ethnic Studies program, the first year of which is now a required course for all 9th graders at CHS.

The VC's observations underscore the need for more IB training among teachers and administrators and assessment tools to gain a stronger understanding of the challenges associated with students' IB course and diploma completion. The VC also noted a lack of data on the extent to which IB is implemented across the program and the impact on student achievement.

Within the past few years, CHS developed an MTSS Tier 1 Team to analyze data and develop common assurances for schoolwide practices. This team has been using street data protocols (looking at interview, survey, and classroom observation data) to try to understand the student experience at CHS. This school year, CHS has a Tier 1 common prep in order to make possible regular meetings for the team. Meeting more regularly will help the team to better understand the student experience and to design solutions in collaboration with students. In terms of student support, a variety of interventions and supports are available for struggling students, including an after school tutoring program (now staffed in part by credentialed teachers and peer tutors), Directed Studies, AVID, and a Community and Literacy in Action (CLA) class for mainstreamed and long-term English Learners (LTELs). The Special Education department has moved to a more flexible case management approach rather than a co-teaching model in order to provide better on-on-one support for students with IEPs. Since the last visit, the school has achieved 1:1 technology for students; all students are assigned a district-issued Chromebook, and wifi hotspots are available to students who don't have access to the internet at home. A technology orientation at the beginning of the school year addresses students' technology skills as well as their understanding of

digital citizenship. The district employs Bark for Schools, a monitoring and accountability program that allows oversight over students' school accounts, and the school uses tools such as TurnItIn to monitor for plagiarism.

*Goal 2: Continue and expand our college/career support system by focusing on outreach to historically underserved groups of students. Educate families and students with the information and skills necessary to successfully matriculate to college and/or careers.*

In addition to district dual enrollment opportunities, CHS partners with Skyline Community College to offer additional courses to students, including a LAN networking and a Foods course. In previous years, this partnership also produced a program called Los Hermanos to support Latino males. A partnership with SFSU includes the Step to College program, targeted at first-generation college-bound students who want to earn college credit while in high school. The College and Career Center partners closely with the community colleges in the area, and offers a wide variety of job, college, and career programming to CHS students. An annual Opportunity Fair invites local businesses and organizations to recruit and hire students. The AVID program brought in alumni of CHS to speak with students about their careers. Special Education directly assists its students by working with local businesses to find them jobs, and a district Vocational Specialist meets individually with students to assist them in both finding and keeping employment. The Counseling department conducts a needs assessment survey for an 11th grade presentation on preparing for post-secondary options. This survey is used to gather data concerning students' and families' needs for college preparations, admissions, and career planning. That data is used in the design of the department's college presentations in April.

*Goal 3: Continue to develop our collective understanding of international mindedness as well as equitable systems and cultural practices that foster respect, collegiality, and innovation and are responsive to the needs of all stakeholders.*

The school has created numerous opportunities for community-building and collegiality among staff members. A "First Fridays" potluck brunch brings staff together monthly, and the Leadership teacher develops regular social activities for staff to connect and build relationships. This club also creates opportunities to connect and support one another, including honoring birthdays and other important moments in staff's lives. The school librarian has organized a staff book club, and the IT coordinator has created a CHS faculty newsletter (The Stampede) and a podcast called "Mic Drop" that highlights different educators in one-on-one interviews. Wellness offerings for staff include yoga classes, annual table massages during the school day; these provide further opportunities for staff to connect socially and feel supported. Over the past six years, the school has continually worked toward developing anti-racist and culturally responsive practices. A focus group of teachers, classified staff, and students worked with Kenneth Shelton and Ellevote Education to address and combat racist incidents at school. Six teachers attended IB's SEL training in 2022-23, and English teachers completed a course on cultural responsiveness through the Harvard Graduate School of Education. Additionally, RJ practices are being implemented at the school and taught to staff during embedded PD time.

The VC observed and was told that among classified staff there is a strong sense of community and support. It was reported that IB training is needed for newer staff members.

*Goal 4: Broaden and deepen wellness programs inside and outside the classroom to create more access to wellness for families and students.*

Counselors and Wellness staff deliver SEL programming to 9th and 10th graders. Additional Wellness staff provide more access to students who are struggling with social-emotional challenges. The Mindfulness Center is a space where students may reflect and recenter when they are struggling emotionally. The Fly program hosts speakers who work with ELD students around topics such as healthy relationships and knowing one's rights in the US. The Wellness team hosts schoolwide Zoom meetings

called “Be Well Fridays”, addressing stress and self-care. Restorative practices add to this wealth of resources aimed at supporting students' well-being.

CHS continues to engage in professional learning to support student wellness. Counselors attend regular PD on mental illness. Rape and Trauma Services (RTS) led trainings for 9th and 10th grade teachers before conducting sessions with 9th-11th grade students. ELD teachers also partnered with RTS to adapt these trainings to make them accessible to our ELD students. A San Mateo County trainer led PD for teachers concerning trauma-informed teaching.

The VC learned that students and staff feel safe on campus and that the Mindfulness Center has been a valuable addition. Onboarding of new staff at the district level is lacking, along with training for IB for new staff as noted earlier.

Critical areas for follow-up not in the current action plan

At the conclusion of the 2018 site visit, the VC identified ten critical areas for follow-up. The areas *not* represented in the current schoolwide action plan are as follows.

1. Learning targets and gradations were a priority of the former school principal. While they continue to be in use in many classes throughout the school, they are no longer a regular part of PD and schoolwide collaborative efforts. The school has turned its focus to its commitment to IB and the ATL as primary schoolwide instructional priorities. The current VC notes this IB commitment remains a critical need.
2. To a large extent, the special education goal has been achieved. The SPED model at CHS has shifted somewhat, in favor of a flexible case-management approach that provides SPED teachers the time needed to meet with content teachers, Instructional Aides, students, other service providers, and families provide the necessary support for students with IEPs. A schedule with more flexible push-in/pull-out and case management support has provided the planning time to more effectively support students.
6. The development of the MTSS system is intended to address the needs of students who require academic support, especially in 9th and 10th grades. Some students receive support through after school tutoring and various Tier 2 groups. However, the need for strategic interventions remains and has yet to be fully addressed. This was noted as an ongoing priority to the VC during its visit.
7. The school has not developed a systematic approach to the monitoring and evaluation of CHS’ program through data collection and analysis. While CHS regularly uses data to drive decisions, the approach is not systematic. The creation of such an approach will require more time, commitment, and resources. The pandemic and numerous changes in administration have played a part here; regardless, this concern remains unaddressed. The current VC underscores that this goal has not been met and note it should be a priority.
9. Restorative practices are being implemented schoolwide at CHS, despite the fact they are not articulated specifically in the action plan. The school currently supports an RJ coordinator role and student RJ leaders have worked with classes to help students develop nonviolent communication skills, mediate conflicts, and cope with difficult emotions and relationships. The exploration of PBIS was the priority of the former school principal and is not a current facet of the school’s plans.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**  
**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective  
**Narrative Rationale:** While the school’s SS was thorough, there was a lack of assessment and evaluation data to indicate the extent to which decisions were and are data-driven. Also, based on the concerns voiced to the VC regarding the tension between the IB culture, the needs of EL students and the equity-related initiatives, there are needs for broader-based communication and PD related to these tensions and creation of a unified identity.

## Chapter 2: School and Student Profile and Supporting Data

Founded in 1950, Capuchino High School is an International Baccalaureate (IB) World and California Gold Ribbon School located in the city of San Bruno on the San Francisco Peninsula. One of the six comprehensive high schools within the SMUHSD, CHS serves an economically, linguistically, and ethnically diverse community. The school is well known in the community for its rigorous academic program, robust extracurricular and athletic programs, and attractive campus. The primary attendance area is the City of San Bruno. Enrollment has declined for the past four years; it is down 15.2% since 2019-20 SY and the trend downwards is expected to continue. Race/ethnicity and socioeconomic demographics have not changed significantly over the past six years; Latinx students continue to make up more than 50% of the students enrolled. English Learner enrollment has stayed relatively stable at about 15% over this period; about 52% speak a language other than English at home. Approximately 12% are special education students. Latinx students in the school continue to be disproportionately disadvantaged in terms of socioeconomic status.

The decline in enrollment over the past few years coincides with the COVID-19 pandemic. It is likely that some of the declining enrollment is a result of families relocating out of San Bruno or moving their students to private schools in favor of earlier school openings, as all SMUHSD schools remained closed for the majority of the 2020-21 school year. Staff demographics are slightly more representative of the student population than they were, although white educators continue to be overrepresented and Latinx educators underrepresented in the faculty.

The school's mission statement is "to provide for the academic and personal development of all students and to prepare them to become lifelong learners, equipped to contribute and succeed within the complexities of the 21st century." This statement is from 2018 and CHS acknowledges it needs to be updated. That has not happened yet. CHS has adopted the IB Learner Profile (IBLP) as its Schoolwide Learner Goals (SLOs), embedding its ten attributes into the school culture. Capuchino staff have aligned curriculum to both the Common Core State Standards and the IB's Approaches to Teaching and Learning (ATL).

Graduation rates remain consistently high among almost all demographic groups; English Learners are the one exception. The overall A-G completion rate increased significantly in 2022. Fewer students are attending CSU schools and community colleges over time; more are attending private colleges and joining the workforce or military. Course grades have remained mostly static, distance learning notwithstanding.

A-G completion rates have shown improvement, but this rate continues to be disproportionately low for Latinx and Pacific Islander (PI) students, as well as ELs, students with IEPs, and socioeconomically disadvantaged students. Larger socio-economic realities are at play, but nevertheless this presents a challenge: how can CHS better serve historically marginalized groups of students so that all have equitable access to post-secondary success?

Regarding the IB program, the number of students enrolled in IB classes (and tests taken) in the last two years declined in the 2021-22 school year; these numbers rebounded somewhat in 2022-23. The percentage of students passing IB exams increased significantly in 2021 and 2022. Enrollment in IB classes among demographic groups remains consistently proportional to the student population at large.

Previous to the pandemic, CHS was engaging a significant portion of juniors and seniors in the rigor of IB courses. However, the global pandemic changed that, and CHS has not been able to make progress in its plans to build capacity through the freshman and sophomore classes. While students are still passing their IB courses with a C or better, the scores trail behind the IB World averages. CHS believes that some of the gaps in scores might be mitigated by working through the freshman and sophomore offerings. The



school continues to encourage all students to take at least one IB course, and the demographic composition of IB courses remains on par with the demographics of the school as a whole. This is particularly significant given the work CHS is doing to create equitable and anti-racist educational experiences for students.

ELA scores improved somewhat in 2021, while Math scores decreased somewhat. Scores for Latinx and Pacific Islander students are slightly lower than average in both ELA and Math. In ELA, scores for Listening were somewhat lower than for the other skills assessed; in Math, scores for Concepts and Procedures were significantly lower than for the other skills assessed. ELA scores rebounded somewhat in 2021 after a one-year decline. While they are somewhat below average for the district, these scores remain well above average for the county and state. In terms of proportionality, ELA scores for Latinx students are below the mean, but by a fairly narrow margin. Understanding the school's math scores requires some context; the chart in the SS demonstrates that students arrive at CHS with significant skill deficiencies in mathematics (31% at or exceeding standards in 8th grade CAASPP) compared to the other schools in the district. These test scores prove to be stubbornly persistent. While this continues to be an area of concern, it seems that working with the feeder schools is the first and perhaps most critical step toward seeing improvement in this type of summative data.

The number of students who have ever been ELs has been slowly declining. Reclassification rates have been fairly static over the past few years. A significantly larger percentage of English Learners scored level 1 (Standard Not Met) on the summative ELPAC in 2021-22 than in the previous year.

A large influx in immigration in the 2021-22 school year most likely contributed to the increased rate of students scoring at level 1 on the ELPAC in that year. Certainly the COVID pandemic had an impact on this community of students, particularly among newcomers, as language acquisition is particularly difficult through distance learning, and statistically, the Latinx population was disproportionately impacted by the pandemic. However, this data does suggest that consistent and concerted efforts will be required to improve reclassification rates and ELPAC scores.

Truancy rates have decreased by 8-9% since the return from distance learning. There was a significant increase in chronic absenteeism in 2021-22. Total suspensions are down from a peak in 2018-19. The 2020-21 school year was an outlier (only one suspension) as a result of distance learning. Student expulsion continues to be a rare occurrence at the school.

The increase in chronic absenteeism in 2021-22 was very likely due to COVID and an increase in other illnesses post-pandemic. The school's implementation of RJ practices may have played a part in reducing suspensions. Comparing 2018-19 to 2021-22, the number of students who were suspended is nearly the same, but in 2021-22 there were 37% fewer total incidents. Far fewer students are being suspended more than once, possibly as a result of the interventions employed after incidents occur.

The rates at which students report feeling connected to the school has declined over the past few years, though the percentage of students who report a caring relationship with at least one adult on campus has improved. 70% of caregivers agree that the school's communications are inclusive and informative, down slightly from the previous year. Students' perceptions of adult responses to hate speech have worsened; only 43% of students responded favorably to this question. Despite lacking a sense of belonging and connectedness, students consistently report being academically challenged and engaged. Students' experiences of harassment on campus are persistent issues, as are students' feelings of chronic sadness and suicidal ideation.

Student wellness and feelings about school safety are a major concern; this data demonstrates the need to continue addressing these issues schoolwide. While few students perceive CHS as unsafe, relatively few

consider the school safe. This aligns with issues identified in student focus groups convened in 2022-23; students reported a sense that hate speech and harassment (particularly toward LGBTQIA+ students) were not being addressed. Parent focus groups, however, responded far more favorably, indicating that the school is effectively addressing the challenges of struggling students and school climate. During its two student focus group meetings, the students did not report feeling unsafe or that issues regarding hate speech were not being addressed.

Graduation rates remain consistently high among almost all demographic groups; English Learners are the one exception. overall A-G completion rate increased significantly in 2022. Fewer students are attending CSU schools and community colleges over time; more are attending private colleges and joining the workforce or military. Course grades have remained mostly static, distance learning notwithstanding.

Questions being asked at CHS include what factors beyond grades are limiting A-G completion rates? Is A-G completion a valid metric when so many students have goals that do not require A-G completion? What factors are influencing students' postsecondary choices? Are students' and families' postsecondary outcomes living up to their postsecondary goals? Given its relatively small size, how can CHS leverage partnerships with Skyline and other organizations for dual enrollment and other means of expanding access to electives while attempting to produce increased enrollment in the school?

CDE Dashboard:

<https://www.caschooldashboard.org/reports/41690474130738/2023>

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating:** Highly Effective    Effective    ***Somewhat Effective***    Ineffective

**Narrative Rationale:** The CHS SS accurately notes that the school's ELA and Math state test scores indicate major achievement gaps, particularly among subgroups such as ELD, low-income students, and special education. The VC notes that these low test scores raise concerns coupled with the somewhat low numbers of students taking IB classes (59% of juniors are currently taking at least one IB course, and 58% of Seniors). Should CHS remain an IB school or due to the changing demographics and associated challenges, should there be a conscious shift? The VC has no opinion on this except to say that this underscores the challenges of a unified identity associated with the lack of schoolwide discussions and collaboration that would result in an updated mission statement.

### Chapter 3: Quality of the School's Program

#### CATEGORY A: ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

**A1: Vision and Purpose:** *To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve? To what extent is the school's purpose further defined by schoolwide student goals/graduate profile and the academic standards, supported by the governing board and the district LCAP?*

CHS does not have a current vision statement; they are using an outdated mission statement from a previous administration. They adopted 6 core beliefs that align with their IB philosophy, but there are no plans in place to reconvene and complete the vision and mission statement process as a school site or leadership team. CHS made attempts to create a mission and vision statement during the 2019-2020 school year; however, their efforts were derailed by the pandemic. The lack of vision and mission statements has caused a division amongst the staff; they lack a unifying goal for the school that will guide them through policy-making and curriculum development. The VC urges CHS to engage in schoolwide discussions and collaboration to help the school unify around a broad-based, chosen identity.

***Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner goals/graduate profile and academic standards.***

**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    ***Ineffective***  
CHS has no vision statement and no updated mission statement. A lack of both vision and mission statements has undermined their efforts in curriculum development and direction for the school as a learning institute. The VC recognizes that the school notes that the development of a mission statement is one of its action plan goals.

**A2: Governance:** *To what extent is the school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?*

CHS has a group of veteran teachers who are involved in most school committees and hold leadership roles throughout the campus. In their SS, CHS acknowledges that the majority of staff members outside of these individuals are unaware of the governing board's role and initiatives. Although there are opportunities for staff members to 'opt-in', there is no data to support their involvement and participation within these committees. After meeting with the new teacher group, which consisted of teachers with less than seven years of employment at CHS, the VC learned that most do not serve on any leadership committees, within their departments or schoolwide.

The VC observed strong support from both the district and the governing board for CHS. CHS also has an active SSC and a PTO that hopefully will grow. Parent and community engagement is supported by translated materials, online videos, and interpreters for in-person meetings. There is no data to support parents' understanding of the governing board's role in decisions, expectations and initiatives.

***Governance that supports high achievement for all students.***

**Visiting Committee Rating:** Highly Effective    Effective    ***Somewhat Effective***    Ineffective  
The governing board and district are supportive of the school's policies and goals, e.g, they support the IB program and academic structure, but the structure and support loses momentum at the teacher-level. Not all administrators or new teachers have been trained in IB and not all new classified staff are informed of what IB is. There is a need to ensure that all staff, regardless of their length of tenure at CHS, are aware of the relevant policies and processes.

**A3: Leadership for Learning:** *To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement? To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?*

CHS acknowledges that they lack a schoolwide system to collect and review student data. The school has data that is subject specific (IB assessments, standardized tests, etc.) however, review of this data does not happen at the committee level, nor is it clear how, or if, decision making is data-driven at this time. A Tier 1 team has been created to address the data issue; their plan is to collect and systematically use this data to develop curriculum and policy at the schoolwide level. The Tier 1 team meets regularly through a common prep period; they have plans to collaborate with students to better understand their experience and inform decisions. It wasn’t clear to the VC what changes have occurred as a result of their work. A schoolwide, systematic assessment process would ensure CHS can identify trends and patterns as well as evidence to support which initiatives are and are not achieving the stated goals.

Similarly, leadership teams meet and collaborate but the VC noted some concerns about what is done to ensure involvement by all relevant stakeholders schoolwide. The Action Plan is substantive and the VC strongly recommends that CHS plan and engage in collective, shared communications so as to ensure broad-based collaboration and buy-in to key initiatives and plans.

**Leadership for Learning that supports high achievement for all students.**  
**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective  
 CHS has the personnel in place to support student achievement through data-proven practices, however, as of now, they do not have any schoolwide system. They acknowledge that there is data available (IB assessments, standardized tests, etc.) but as a school they do not revisit the data to ensure consistency. There appears to be limited to no faculty-staff-student-parent collaboration which would help ensure understanding and buy-in to the school’s goals and plans.

**A4: Qualified Staff and Professional Development:** *To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development? To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?*

CHS is blessed with a strong staff with a long tenure at the school, including CHS alumni. But the VC notes that newer staff were not as aware of school goals and processes and not all have received IB training. More purposeful efforts to train and engage all staff schoolwide would ensure that the talent and energy of all teaching staff would be able to participate in the school community in a more impactful way.

It was clear that the CHS staff is passionate about student learning. This was also recognized by the Board and district. But the lack of schoolwide assessment strategies impacts all teachers’ abilities to maintain consistent standards, providing consistent cross-disciplinary assistance to students

PD appears to be robust and meeting staff needs, except for IB training. The district’s emphasis on equity is apparent. However, some staff mentioned a lack of seeking systematic feedback regarding the impact of PD on student achievement.

There were no concerns raised about the evaluation of staff or communication about policies, etc. However, newer teachers did note that they wished for more district and onsite onboarding.

**Qualified Staff and Professional Development that supports high achievement for all students.**

**Visiting Committee Rating:** Highly Effective Effective Somewhat Effective Ineffective  
 CHS is commended for its highly qualified staff of which the majority have extended tenure at the school. Overall PD was reported as valuable and relevant although some staff indicated a need for more IB training and stronger onboarding as newer hires.

**A5: Resources:** *To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness standards?*

CHS is adequately supported by its district and both entities realize that an ongoing enrollment decline will pose major challenges. As noted, staff are highly qualified and allow for a notable range of classes to meet the school’s graduation requirements and many student needs. The campus is clean, safe and updated, the latter due to recent bond measures. Students also reported feeling safe although the VC did note several open gates that could possibly be security risks.

An area needing improvement relates to transparency of budget processes. Per the focus group meetings and the SS, not all teachers are aware of how to make budget requests at the school site level or the district level. There are issues regarding the transparency of how decisions are made and staff/faculty do not have a clear idea of how funding works and, thus, per the SS, if it is aligned to the needs of students.

**Resources that support high achievement for all students.**

**Visiting Committee Rating:** Highly Effective Effective Somewhat Effective Ineffective  
 CHS has the support of its district and governing board coupled with a strong and qualified staff, some of whom are school alumni. It is a basic aid school and faces the challenge of declining enrollment and changing demographics of students. Transparency regarding processes and budgeting needs to be improved so that all staff understand how and why decisions are made.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of Strength:**

- Caring and highly qualified administrators, teachers and staff
- Supportive board/district
- Sufficient resources, including an updated campus that is well-maintained and functional
- 1:1 technology for students

**Growth Areas:**

- More attention to onboarding/training new staff and ensuring IB training across the board for all.
- Development of systematic processes and policies at the schoolwide level, not just at the department level. This will ensure systems that are equitable and which can be accessed by all stakeholders and the existence of a shared set of values coupled with a clear action plan for implementing said vision and mission.

## CATEGORY B: CURRICULUM

**B1: Rigorous and Relevant Standards-Based Curriculum:** *To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?*

The school's curriculum model integrates principles from the IB Learner Profile and IB's Approaches to Learning which are represented in their SLO). The school has traditionally asked 9-10th grade teachers to align their courses with IB assessments through a backward mapping process. This happens in different and not necessarily consistent ways across departments.

Continuing work with SMUHSD's antiracist practices focuses on providing equitable access to learning for all students. Instructional strategies emphasize standards-based and mastery grading, allowing students opportunities for assessment retakes to measure their learning effectively. But at this time SBG has not been adopted as a site requirement and most of the discussion and policy changes have been department by department.

Survey data and our focus group meetings indicated a clear demand from families and students for a greater emphasis on career skills and pathways. This push for more CTE and dual enrollment opportunities is in competition with determining the future vision for the IB program. The schedule is already impacted for many students because of the inflexibility of ELD and IB curricular requirements, and there appears to be a need for a community-wide dialogue around how to meet student academic needs into the future.

This year, cohort grouping for Freshmen and Sophomore teams was discontinued but there has been no unifying vision or collaboration to take its place. Also, while the VC observed some instances of cross-curricular collaboration between 11th-grade U.S. History (USH) and English classes, the VC was informed that this collaborative effort is no longer an official policy, potentially limiting opportunities for interdisciplinary learning and support for students. Similarly even though all freshmen take both Physics and Math 1, there also has not been deliberate alignment between these departments.

While historically prioritizing college enrollment, there's recognition of the need to enhance vocational training opportunities, albeit within the confines of strict district guidelines for CTE course approval. Notably, English and Math courses integrate skills within IB Math's Internal Assessment report, demonstrating interdisciplinary connections. Vertical alignment in departments such as Science, Math, English, and World Languages (WL) is facilitated through PLCs and departmental meetings. A great deal of work happens within the departmental PLC structure in terms of vision, alignment and articulation, but this is not usually guided by a specific school or district initiative. Common assessments have been established in some departments such as Science and WL, while WL teachers implement IB-style activities and assessments to foster advanced skill development among students.

The school fosters collaboration between departments, like the Special Education (SPED) department, and feeder schools to ensure a seamless transition for incoming students and to identify those who could benefit from enrichment programs like Summer Bridge. Administration actively engages with feeder schools to facilitate recruitment efforts. Students are provided with opportunities to explore their future paths, including college tours, workshops at local colleges, universities, and technical schools. The school has a robust college and career center to guide students through the process of envisioning and reaching their future goals. Data shows that in the 22-23 school year, 63% of the graduating class was A-G ready. The numbers were lower among certain populations with 44% of Latino students, 39% of SED students and only 10% of EL students meeting A-G. Postsecondary outcome data mirrors this divide with 39% of students attending a UC/CSU or private college and 46% attending community

college. The IB system lays a strong foundation for four-year college-bound students but is less impactful (or accessible) for students not on that track.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective  
 CHS provides a rigorous and coherent curriculum for students who pursue IB classes, but the goals and gains of that model are inconsistently realized through the rest of the school. Those who choose IB have access to strong academic standards with true college preparedness goals, but because only 59% of juniors and seniors take advantage of it (in 2023), it really represents a single pathway within a larger school site. Students who do not take the IB path have asked for more CTE options to provide access to career opportunities for all. The school only has two CTE pathways and an inflexible schedule (driven by IB) currently limits enrollment in CTE.

**B2: Equity and Access to Curriculum:** *To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?*

CHS emphasizes career exploration through volunteer opportunities and encourages students to explore various career paths. Dual enrollment programs are available to help students prepare for postsecondary education, while a range of CTE classes, such as Food and Nutrition, LAN, IB Psychology, Athletic Leadership, Yearbook, Data Science, IB Film, and Digital Photography, provide practical skills development. Students further explore college options through district college fairs, campus visits, and exposure to college opportunities through elective courses. Additionally, Special Education students receive transition and vocational services supported by vocational specialists from the district. Capuchino also has a support program for both newcomer and ELD students and their families. There are ELD class offerings across the schedule.

Although students have the ability to self-select International Baccalaureate (IB) classes without prerequisites, many students are not prepared for the rigor of the curriculum by junior year (IB classes are only available to 11th and 12th grade students). Students begin here with both a detracked 9th-grade English and Math curriculum that does not always adequately address the wide range of student academic needs. Students have access to elective and CTE courses but demand exceeds availability because of existing limits in the schedule and capacity caps with Middle College. Special Education students benefit from transition and vocational services, including field trips to trade schools, facilitated by vocational specialists. Additionally, the World Language requirement ensures all students have exposure to language learning, with eligibility for IB World Language classes by senior year for those who opt into language courses as freshmen.

The school fosters extensive family involvement in students' academic journey, extracurricular activities, and the transition to college and careers. There is a concerted effort to outreach to BIPOC families, ensuring their engagement in school affairs. Parents reported that they feel supported and well informed by the school. Parents and community stakeholders are encouraged to support students by participating in various booster organizations such as Sports Boosters, Music Boosters, Drama Boosters, and Grad Committee. The PTO was reestablished this year after a lapse in 22-23. However, while external opportunities, such as those from Skyline tech/vocational programs, are available, there is a noted lack of internal opportunities within CHS. Also, while parents and students reported feeling a sense of belonging and community in our focus groups, the Panorama data indicates that only 36% of students report the same schoolwide. Other relevant Panorama data indicates that only 36% of staff responded favorably to "My school/worksites communicates a clear direction for the future." This disconnect can be

observed in the lack of staff-wide conversations around important school culture issues such as a cohesive mission statement and the future of the IB program. Most of the difficult pedagogical work happens in department PLCs and not on a schoolwide basis.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating:** Highly Effective    Effective    **Somewhat Effective**    Ineffective

Only some students are able to pursue the full range of college and career options at CHS; most of the options are anchored in rigor and relevance. This is due, in part, to both scheduling challenges and the remedial needs of students. Capuchino benefits from an excellent staff who clearly care very deeply about the students in their care and work hard to ensure their success. Students talked explicitly about feeling supported by all school staff but Panorama data indicates that many students feel a lack of community on campus. The school has the opportunity to collaborate across departments in the detracked freshman classes to ensure a more coherent curriculum with real world application, but this is not a priority for the school at this time.

**CATEGORY B: CURRICULUM**

**Areas of Strength:**

- Capuchino has a strong and motivated teaching and support staff.
- Many departments have designed vertical alignment around the IB learner profile skills.
- Teachers have access to relevant PD opportunities in the areas of UD, Constructive Meaning, IB and ELD.
- The robust ELD program provides academic, community and college and career support.
- The IB program offers students a robust academic curriculum with an international focus.
- The IB program demographics closely match those of the school as a whole.

**Growth Areas for Continuous Improvement for Curriculum:**

- Capuchino's IB program provides a rigorous and relevant curriculum but does not appear to be accessible to all students despite the classes not having prerequisites.
- IB program academic goals and practices are inconsistently seen across departments (the school does not appear to have other schoolwide academic goals and practices).
- More relevant career training options are needed for students who are not college bound.
- Collaboration across departments would create a more robust freshman curriculum to address skills deficiencies and the transition to high school.



**CATEGORY C: LEARNING AND TEACHING**

**C1: Student Engagement in Challenging and Relevant Learning Experiences:** *To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college- and career-readiness indicators?*

CHS prioritizes student engagement and empowerment across various subjects. Collaborative learning is encouraged through student groupings in math and science, while English and Social Science were observed by the VC to foster discussion and critical thinking. The VC witnessed collaborative groups in most classes. Almost all classes had engaging lessons during walk-throughs. However, what appeared to the VC to be limited was a clear sense of the extent to which vertical alignment exists within curricular departments and also the extent to which standards-based grading and alignment exist.

In light of the school’s challenges with a lack of readiness among incoming students, especially in Math, the VC learned that some parents and students are concerned that too much time was spent in Math 1 and 2 teaching remedial math. Teachers shared that only 20% to 30% of students were on grade level, thus there appears to be a need to reteach prerequisites or standards in Math and ELA. This is a noted area of growth at CHS.

Another area of concern is the lack of a clear plan of assessment methods to identify student achievement of both content goals and the SLOs. While the IB program has its own, external assessment measures, there is a need to identify and implement evaluative tools for other programs, including the MTSS program under development.

***Student Engagement in Challenging and Relevant Learning Experiences that support high achievement for all students.***  
**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective  
 CHS’s teachers clearly are committed to rigorous student learning activities. Classroom walkthroughs by the VC indicated strengths in utilizing a variety of pedagogical strategies. Students were fully engaged in their lessons. Areas of needed growth revolve around the need for more systematic and consistent evaluation of curricular alignment and student achievement of the SLOs.

**C2: Student-Centered Instruction through a Variety of Strategies and Resources:** *To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?*

Some departments have moved toward standards-based grading (and the 50% F), seeing it as a more equitable grading model. But SBG has not been adopted as a schoolwide policy, This raised concerns about inconsistent assessment and grading, further hampered by the lack of systematic assessment processes coordinated at both the schoolwide and departmental levels.

Student choice is a priority for teachers across campus from personal projects in world language to students creating their own syllabus and learning goals in English. Student discourse is centered through collaboration in many classrooms, and the school brings in inquiry-based methods and AVID strategies across the curriculum. The newly created Math curriculum uses complex instruction to allow students to problem solve with one another in real time with teacher collaboration. The VC observed both formative and summative assessment methods in use as well.

The students the VC observed were on task and engaged. Lessons front-loaded academic language in many classes including ELD, Science and ELA. Teachers were moving about the classroom and

facilitating among groups and students. In two ELA classes they were using books Not Your Average Mexican Daughter and Persepolis which shows the school's commitment to providing diverse literature. The discussion of topics addressed in these books required high order level thinking.

The VC observed a high level of staff incorporating engaging educational technology among both teachers and students. Students had the choice to use paper materials or Canvas to create storyboards in history classes, Ethnic Studies has a well-organized curriculum using ClassKick; Biology classes use digital labs and many teachers organize classroom materials through the Google Suite. One of the classes had a guest speaker discussing mental health and how to take care of oneself. IB Bio 1 had students learning about feedback loops in relation to climate change and the progress the world has made in moving towards sustainability.

Across disciplines, teachers share information from the College and Career Center, including opportunities to explore college and career options, pursue internships and job shadowing opportunities, & learn about the college admissions and financial aid process. Students did note challenges to get all the classes they wanted, especially career-readiness or CTE classes and parents raised concerns about students learning real world skills, such as financial literacy. The scheduling challenges were noted as part of the problem, something which might worsen as funding declines due to declining enrollment.

Students have multiple opportunities to observe their growth, reflect on their progress, identify their learning preferences, and retake assessments to demonstrate proficiency. The VC observed some of this during classroom observations but there was a lack of data-based evidence to identify what's working or where changes might be needed.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating:** Highly Effective Effective Somewhat Effective Ineffective  
Classroom walk throughs indicated strength in utilizing a variety of pedagogical strategies. The majority of classes appeared to be fully engaged in their lessons. Concerns were noted by stakeholders and the VC regarding the extent to which non-college going students feel adequately prepared. Another area of growth is the need for systematic evaluation of methods and resources to gauge areas of success and areas needing improvement.

**CATEGORY C: LEARNING AND TEACHING**

**Areas of Strength for Learning and Teaching**

- Collaborative groups within the classroom
- A teaching staff that cares about students and their success
- Reflection of the diversity/equity initiative within curricular content, such as diverse literature selections
- Strong use of digital learning tools such as the Google suite, ClassKick and virtual labs

**Growth Areas for Continuous Improvement for Learning and Teaching:-**

- Meeting the competing needs of IB/A-G rigor and incoming students needing a remedial curriculum
- Inconsistent implementation of IB characteristics
- Lack of common assessments and inconsistent shared site benchmarks

**CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

**D1: Reporting and Accountability Process:** *To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners? To what extent does the analysis of data guide the school’s programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?*

CHS makes use of standard assessment processes. Assessments noted are SBAC, A-G analysis, ELPAC, ERMHS, progress reports, IEP’s, truancy reports (SART/SARB), SRI reading inventory, D/F lists, and IB results. Results are made available via multiple reporting mechanisms, namely Canvas, letters sent to homes, AERIES, and the SAMS website (for SRI tests). The “Tier 1” group, consisting of administrators and leads from various academic departments mostly hold the role for these duties.

Departments vary on what grading scales, growth determination processes, and methods to assess performance levels. The Mathematics and History departments have reported uniformity with grading scales. Other PLCs report coordinated grading policies but only sSome teachers use standards-based grading. The IB department conducts a calibration of their grades in comparison with IB testing results for outgoing seniors. A resource reported for the staff is the book all teachers read *Grading for Equity* and the district’s grading guidance. It is reported that it would be “difficult” for there to be agreement on one grading policy.

The Tier 1 Team is the most encompassing team at the school. It is composed of leads from all departments, programs, administrators, and various support staff. This team is responsible for changing programs and developing Tier 1 interventions based on assessment indicators. Many of the strategies result in program placement for students and it is mentioned that assessment results also are used for collaboration efforts. A significant amount of programming is made due to the results of multilingual student evaluation, where there are certificated and support staff dedicated to supporting students by teaching various classes from various subject areas depending on the results of language level determination assessments. The Special Education department and administration conduct regular review of students' progress in their programs.

CHS uses the annual SPSA revision process to evaluate site programs and initiatives. Goals are considered in the framework of the district LCAP and are reviewed by leadership. The Board then conducts an analysis of the findings for approval. A particular focus is given to multilingual support for students, where PD in Universal Design and Constructed Meaning is provided. District representatives also informed us that student voice is also considered rather than assessment to determine supports for the school which resulted in a schoolwide culture and climate initiative.

An area needing improvement observed by the VC is the development of schoolwide assessment methods that are implemented both schoolwide and at departmental levels. This would enable CHS to ensure data-based decision making relating to its schoolwide curricular goals and SLOS, as well as identify patterns and trends to inform program decisions.

**Reporting and Accountability Process that supports high achievement for all students.**  
**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective  
 The VC observed mechanisms and a willingness to assess with meaningful intention. However, there is a need for more uniformity at every level of assessment (formative, summative, progress monitoring, etc) so that it may developed further in certain areas and be analyzed with consistent fidelity.

**D2. Using Student Assessment Strategies to Monitor and Modify Learning Progress:** *To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?*

CHS' monitoring of student growth reports center around student achievement, multilingual proficiency, and students with disabilities. Grades are monitored via progress reports, transcript reviews and D/F monitoring. Counselors are mentioned as the caretakers of the last task. Interventions are recommended for support for students in need. A-G progress is taken into consideration by counselor presentations for each grade level. There is also a College and Career specialist who monitors the application and qualifications for college readiness.

The mechanism used for classroom feedback is Canvas, where there are capabilities for both teachers and student response to assignments. Parents also have access to this information and it is available in their preferred language. Grades are also available to parents in AERIES, the SIS. There are regular student reflections in math and English that measure success and used to inform teaching strategies. Written feedback is given as well on paper assignments. Students are allowed to retake assignments where student reflection is inferred to be the driver for improvement.

Formative and summative assessments are used via warm-ups, quizzes, exit tickets, and tests. History uses common assessments. "Test autopsies" is a strategy that is used for reviewing assessments so that misconceptions can be addressed. It was observed through classroom observations that many teachers formatively assess students by way of circulating the classroom and checking in with students. An initiative for a reflection and development use of formative assessments for the school was provided several years ago but schoolwide practices vary.

***Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.***

**Visiting Committee Rating:** Highly Effective Effective Somewhat Effective Ineffective  
Monitoring occurs within all departments and programing considerations are informed by this information. Systematic school wide summative assessments exist but not consistently across departments. Formative and summative assessments for progress monitoring exist within the various departments but evidence of consistent implementation and understanding as to how that information informs decision-making varies.

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

### **Areas of Strength for Assessment and Accountability:**

- CHS has a comprehensive system for assessment and accountability that varies across the multiple areas within the school, including academics, language learner progress, and support for students with disabilities.
- Program developments and interventions use assessments to inform their practices.
- The IB program conducts an additional systemized assessment consideration for particular programming.

### **Growth Areas for Continuous Improvement for Assessment and Accountability:**

- The VC recommends that a common protocol be considered for how data is analyzed.
- There was no consistent grading policy throughout the school which makes analyzing schoolwide grade data difficult.
- A stronger connection could be made between college supports and the academic course teachers. Career readiness assessment and progress monitoring considerations are necessary.
- Common assessments schoolwide should be considered to inform content-specific PD.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**E1: Family and Community Involvement:** *To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?*

CHS has a variety of student clubs and organizations to support students from various backgrounds (Poly Club, Filipino Club, Latinos Unidos), as well as their shared common interests (Chess Club, Math Club). Parent involvement through the LPO (Latino Parent Organization) supports parents in learning and navigating the various resources available for their students. A PTO also exists to support student activities and schoolwide discretionary activities. The PTO was just re-established after the pandemic and it is hoped it grows to be a stronger, more vibrant organization. CHS does employ a Family Engagement Coordinator to increase parent involvement and ensures that all relevant materials are made available in different languages.

In the student focus group, students indicated that most have a trusted adult on campus and felt safe to approach an adult. Administration has made an effort to be part of student clubs and attend meetings to engage with the student population.

**Family and Community Involvement that supports high achievement for all students.**  
**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective  
 CHS has made a concerted effort to address and support the diversity of the school through clubs and classified staffing. Parent participation is also supported and encouraged through the LPO and PTO.

**E2. School Culture and Environment:** *To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning? To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?*

The CHS campus was clean and updated. A recent bond enabled building of new facilities. The campus is a closed campus but the VC noted some gates were left open all day which might pose some security issues. Students did indicate frustration with adequate bathroom facilities and incidents of vaping. However, overall students again reported feeling safe on campus and that they did have a trusted adult they could talk to if needed.

CHS leadership acknowledges the lack of a clear and known hate speech policy. According to the focus group, teachers felt the lack of a policy made the campus unsafe for certain populations of students. However, In the student focus group, students did not agree with this assessment; they felt the campus was safe, and although ‘dehumanizing language’ occurs amongst students, students did not report feeling unsafe or threatened.

The district uses a program called Bark Schools to monitor student devices. The monitoring service scans emails, chats, and files for signs of severe issues like suicidal ideation, threats of violence, bullying, sexual content, and more. This is linked to the school's Google account and not a specific device. Many teachers and staff members post inclusive posters and messaging like pride flags and other artwork aimed at communicating this is a safe and inclusive environment. Staff and students noted there is no schoolwide cell phone policy about which some teachers were frustrated.

The rigor of IB is a concern and some students in IB classes reported that stress and burnout are concerns. Students, teachers and parents did note that the fairly new Wellness Center (Mindfulness Center) seems to be a useful tool for them throughout the school day.

**School Culture and Environment that supports high achievement for all students.**  
**Visiting Committee Rating:** Highly Effective Effective Somewhat Effective Ineffective  
 CHS is making progress to implement the missing components of their school policies. They are aware of the areas for improvement, and have strong staff members leading the efforts. Staff and students reported feeling safe and praised the facility for being clean and up-to-date.

**E3. Academic, Social-Emotional, and Multi-tiered Supports:** *To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success? To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?*

CHS offers a variety of interventions for students to support their academic and emotional needs. After-school peer tutoring, Tier 2 Wellness Circles, regular access to the Wellness Center, and the homeroom schedule allow for students to develop interpersonal skills through self-advocacy.

Administration has also changed their discipline policies to align with restorative justice practices, and has taken a less punitive approach. However, the VC did not see any data to support the effectiveness of this approach.

CHS acknowledges the need for more support for students not in the IB program, in terms of goals, graduate profile, and career readiness. This need is noted, along with a stronger focus on CTE, in CHS's Action Plan Goal 4.

**Academic, Social-Emotional, and Multi-tiered Supports that supports high achievement for all students.**  
**Visiting Committee Rating:** Highly Effective Effective Somewhat Effective Ineffective  
 Capuchino High School has systems and measures in place to support students academically and emotionally. Students were aware of the various supports on campus, and felt they could access these supports at any time. CHS is also aware of those areas needing improvement and these are reflected in its updated Action Plan.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

- Strong supports in place for students (Wellness Center, peer tutoring, clubs)
- Staff is aware of needed areas of growth and is willing to participate in the change process.
- Sense of community among all staff and parents coupled with a safe and updated learning environment
- Efforts to implement district equity initiative
- Start of a robust MTSS structure

**Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

- Create, through a schoolwide collaborative process, schoolwide policies that include staff participation, including SLOs, career-readiness, MTSS, etc.
- Stronger support for students not pursuing IB in terms of college and career readiness

## **Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement Schoolwide Strengths**

### **Schoolwide Growth Areas for Continuous Improvement**

The VC concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. They are as follows:

1. Organizational coherence: Revise the mission and vision statements and develop clear and transparent processes for the school's organizational and leadership structures.
2. School culture: Develop and strengthen initiatives that cultivate a sense of belonging and connectedness for all stakeholders.
3. Equitable educational experiences: Implement a common instructional framework rooted in IB, common classroom practices, grading and assessment practices, behavioral norms, and systems of academic support.
4. Access and learner agency: Increase access to and knowledge of CTE pathways, trades, job skills and other postsecondary options aside from college.
5. School safety: Confront and prevent issues of hate speech, bullying, and harassment so students feel safe at school. Promote inclusivity, empathy, and equity in the community.

In addition, the VC identified these additional concrete, specific growth areas that need to be addressed:

1. Schoolwide planning and training, not just at department levels, to ensure data-based decision making, especially as fiscal challenges confront the school with its enrollment declines. The VC also suggests this would help create a more robust curriculum to address skill deficiencies and the transition to high school.
2. Work needs to be driven by a shared set of values that have been developed with the collaboration of all stakeholders and accompanied by a clear action plan for implementing said vision and mission. This will allow CHS to come together around a unified identity.
3. Develop assessment processes to ensure that academic goals and practices are implemented consistently across departments. This should include common assessments and benchmarks.

## Chapter 5: Ongoing School Improvement

### CHS Action Plan Summary:

- 1) Organizational coherence: Revise the mission and vision statements and develop clear and transparent processes for the school's organizational and leadership structures.
- 2) School culture: Develop and strengthen initiatives that cultivate a sense of belonging and connectedness for all stakeholders.
- 3) Equitable educational experiences: Implement a common instructional framework rooted in IB, common classroom practices, grading and assessment practices, behavioral norms, and systems of academic support.
- 4) Access and learner agency: Increase access to and knowledge of CTE pathways, trades, job skills and other post-secondary options aside from college.
- 5) School safety: Confront and prevent issues of hate speech, bullying, and harassment so students feel safe at school. Promote inclusivity, empathy, and equity in the community.

The VC is confident that Capuchino High School leadership and staff are fully committed to engaging in the needed planning, initiatives and activities to achieve its goals. CHS also enjoys the support and resources of its district and Governing Board.

**The alignment of a long-range schoolwide action plan/SPSA to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective  
The VC was impressed with the honesty and openness of the SS and throughout our visit in celebrating the strengths and acknowledging areas for improvement. It is hoped, and expected, that as the tenure of the current administration continues, more stability and consistency will be evident.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective  
While CHS enjoys district and Board support, challenges loom if enrollment declines as expected. Also an issue is the lack of having schoolwide processes in place to ensure broad-based collaboration and decision-making which will ensure consistency and buy-in for future activities.



### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned schoolwide prioritized areas of strength and growth.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students			X	
Vision and Purpose (A1)				X
Governance (A2)			X	
Leadership for Learning (A3)			X	
Qualified Staff and Professional Development (A4)		X		
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)			X	
Equity and Access to the Curriculum (B2)			X	
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Process (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning Progress (D2)		X		
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)		X		
Multi-tiered Personal, Social-emotional, and Academic Support (E3)		X		
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need	X			
The capacity to implement and monitor the schoolwide action plan/SPSA		X		