

Capuchino High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Capuchino High School
Street	650 North Delaware St. San Mateo, CA 94401-1795
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
Grade Span	9-12
County-District-School (CDS) Code	4130738

2025-26 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	www.smuhsd.org

2025-26 School Description and Mission Statement

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 under 1% African American, 9% Asian, 16% Caucasian, 8% Filipino, 54% Latino, 5% Pacific Islander, and 7% identify as multi-ethnic. Total student enrollment is 1040. The Class of 2026 includes approximately 260 students.

- 37% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 50% speak a language other than English at home

2025-26 School Description and Mission Statement

- 12% receive Special Education services
- 13% are English Learners

Capuchino's Core Beliefs stat that: "At Capuchino, we believe...

All students and staff deserve a safe and inclusive environment, where our unique backgrounds, interests, and identities are respected and celebrated.
The IB Approaches to Teaching and Learning and the IB Learner Profile guide what we do in our classrooms and around campus.
We must practice empathy and international-mindedness, so that we all may grow as individuals, while strengthening our community as a whole.
We must work as a community to identify and dismantle unfair or harmful systems and practices, and then create new ones so that we all can thrive.

At CHS, we aim for students to feel included as valuable community members who embody the traits of the IB Learner Profile. To this end, we work to create a safe and inclusive learning environment that challenges students to become internationally-minded. In order to do this, we must think, be and act with an openness to the world and recognize our own deep interconnectedness to others. This mission is currently being reaffirmed with staff to update our mission statement.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	247
Grade 10	283
Grade 11	250
Grade 12	260
Total Enrollment	1,040

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.4
Non-Binary	0.2
Asian	8.6
Black or African American	0.8
Filipino	8.7
Hispanic or Latino	55.1
Native Hawaiian or Pacific Islander	4.1
Two or More Races	6.3
White	16.5
English Learners	17.5
Foster Youth	0.1
Homeless	0.5
Socioeconomically Disadvantaged	36.2
Students with Disabilities	17.3

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.

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)	44.1	69.83	387.4	79.14	234405.2	84
Intern Credential Holders Properly Assigned	0.3	0.47	4.8	1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.24	13.3	2.72	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	1.06	11953.1	4.28
Unknown/Incomplete/NA	18.6	29.45	78.6	16.07	15831.9	5.67
Total Teaching Positions	63.2	100	489.5	100	279044.8	100

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.

2022-23 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)	41.2	67.17	382.9	80.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	2.24	12.4	2.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	1.12	5.8	1.23	11746.9	4.23
Unknown/Incomplete/NA	18	29.43	73	15.34	14303.8	5.15
Total Teaching Positions	61.4	100	476.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	40.9	71.19	382.3	79.45	230039.4	100
Intern Credential Holders Properly Assigned	1.2	2.1	5.9	1.24	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	1.37	15	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.03	3	0.62	12112.8	4.34
Unknown/Incomplete/NA	13.9	24.26	74.8	15.56	13705.8	4.91
Total Teaching Positions	57.5	100	481.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.9	0
Misassignments	0.10	0.4	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	1.3	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.6	0.5
Total Out-of-Field Teachers	0.00	0.6	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.4	1.3	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.6	1.7	1.6

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

2025-26 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

9/2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meets State and Local Standards	0
Mathematics	Current and Meets State and Local Standards	0
Science	Current and Meets State and Local Standards	0
History-Social Science	Current and Meets State and Local Standards	0
Foreign Language	Current and Meets State and Local Standards	0
Health	Current and Meets State and Local Standards	0
Visual and Performing Arts	Current and Meets State and Local Standards	0
Science Laboratory Equipment (grades 9-12)	Current and Meets State and Local Standards	0

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

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 were completed and handed over to the site in the fall last year 2022 so that our community can benefit from our athletic complex for their spring season. In 2024-2025 school year the fire alarm up updated to meet industry standards and is fully functional as for fall 2025. In the Summer of 2026 CHS will start its class room transformation project will update the majority of classes on CHS campus.

School Facility Conditions and Planned Improvements

Overall the facility status is excellent and all areas that need attention are proactively addressed by our operations crew. Our facilities and operation crew do an amazing job to maintain our facilities and are constantly looking at ways to improve the facilities.

Year and month of the most recent FIT report	January 13, 2026
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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		many of interior surface deficiencies are minor. Campus wide construction project scheduled for summer 2026 for all general ed classrooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			n/a
Electrical		X		are to improve on with various appliances used in classrooms
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	53	61	71	74	47	48
Mathematics (grades 3-8 and 11)	21	26	47	51	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	224	88.89	11.11	60.99
Female	113	102	90.27	9.73	71.29
Male	139	122	87.77	12.23	52.46
American Indian or Alaska Native	0	0	0	0	0
Asian	30	26	86.67	13.33	76.92
Black or African American	--	--	--	--	--
Filipino	27	26	96.30	3.70	80.77
Hispanic or Latino	117	102	87.18	12.82	49.02
Native Hawaiian or Pacific Islander	16	14	87.50	12.50	57.14
Two or More Races	16	15	93.75	6.25	57.14
White	44	39	88.64	11.36	69.23
English Learners	31	17	54.84	45.16	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	58	82.86	17.14	43.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	18.52

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	220	87.30	12.70	25.91
Female	113	97	85.84	14.16	22.68
Male	139	123	88.49	11.51	28.46
American Indian or Alaska Native	0	0	0	0	0
Asian	30	27	90.00	10.00	37.04
Black or African American	--	--	--	--	--
Filipino	27	25	92.59	7.41	64.00
Hispanic or Latino	117	100	85.47	14.53	12.00
Native Hawaiian or Pacific Islander	16	13	81.25	18.75	7.69
Two or More Races	16	12	75.00	25.00	25.00
White	44	41	93.18	6.82	34.15
English Learners	31	22	70.97	29.03	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	56	80.00	20.00	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	24	77.42	22.58	8.33

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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.73	35.65	49.35	48.61	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	216	90.00	10.00	35.65
Female	110	98	89.09	10.91	31.63
Male	128	117	91.41	8.59	38.46
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	20	17	85.00	15.00	64.71
Hispanic or Latino	132	118	89.39	10.61	24.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	17	89.47	10.53	41.18
White	41	37	90.24	9.76	48.65
English Learners	30	28	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	65	86.67	13.33	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	29	74.36	25.64	10.34

2024-25 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, 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.

This is another area that CHS is looking to expand and bring pathways for this coming year with CTE pathways that are more relevant to our student population so that they are able to have skills so that they can get employment while also seeking further educational opportunities. This is also a challenge for us because we are experiencing decrease enrollment and would need to look at creative ways to bring on new programs without compromising our current program so that we can offer a robust high school experience. The 2 options are a health careers pathway and business pathway for the coming 2026-2027 school year.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	270
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	7.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	95.66
Graduates Who Completed All Courses Required for UC/CSU Admission	50.21

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	60.66%	68.03%	62.70%	68.03%	66.39%

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.

2025-26 Opportunities for Parental Involvement

Capuchino High School deeply values the dedication and involvement of our parents and guardians. To ensure the continued success of our parent organizations, the Capuchino High School Alumni Association (CHSAA) serves as a central support system by providing guidance, training, and assistance to each group. Collectively, these organizations foster community, lead

2025-26 Opportunities for Parental Involvement

fundraising efforts, support student activities, and engage families in an equitable and inclusive manner.

Capuchino High School parent and guardian organizations include the Parent Teacher Organization (PTO), Latino Parent Organization (LPO), Sports Boosters, Music Boosters, and Drama Boosters. Contact information for each organization’s president is listed below.

While each parent group serves a distinct purpose, they work collaboratively to strengthen our school and community each year. Both the PTO and LPO meet monthly to keep families informed, create opportunities for feedback, and promote continuous learning. This year, we successfully re-established regular PTO meetings, with Ms. Rose stepping into a leadership role. Capuchino is also fortunate to have a full-time Family Engagement Coordinator who works closely with and supports all parent organizations.

In partnership with the CHSAA, the PTO annually raises funds for the “Growth Fund,” which provides financial support for professional development, teacher grants, and community-building initiatives. As part of school governance, parents and guardians are represented on the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), both of which meet monthly. The SSC reviews school data to monitor student achievement and progress toward school goals, and it oversees budgets related to administration, professional development, and Growth Fund requests to ensure all expenditures align with the school’s priorities.

PTO - Raquel Rose (capuchino.hs.pto@gmail.com)
LPO - Maria Fernanda Cely (mcely@smuhsd.org)
Sports Booster - Sarah Burton (burton.sarah784@gmail.com)
Music Boosters - Cristophi Hogan (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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	4.6	3.6	3.6	6.7	5.3	4.6	8.2	8.9	8
Graduation Rate	94.7	95	94.7	91.5	92.5	93.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	247	234	94.7
Female	114	108	94.7
Male	131	124	94.7
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	23	21	91.3
Black or African American	--	--	--
Filipino	18	18	100.0
Hispanic or Latino	138	129	93.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	19	100.0
White	42	40	95.2
English Learners	73	66	90.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	132	121	91.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	45	41	91.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1101	1089	231	21.2
Female	509	502	122	24.3
Male	590	585	108	18.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	96	96	7	7.3
Black or African American	--	--	--	--
Filipino	98	96	9	9.4
Hispanic or Latino	608	601	149	24.8
Native Hawaiian or Pacific Islander	43	43	18	41.9
Two or More Races	70	69	12	17.4
White	178	176	34	19.3
English Learners	217	212	65	30.7
Foster Youth	--	--	--	--
Homeless	13	13	3	23.1
Socioeconomically Disadvantaged	454	444	118	26.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	200	198	56	28.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.79	4.73	4.36	3.52	3.35	2.96	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.09	0.02	0.05	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.36	0.09
Female	2.16	0.00
Male	6.27	0.17
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.04	0.00
Black or African American	0.00	0.00
Filipino	2.04	1.02
Hispanic or Latino	4.44	0.00
Native Hawaiian or Pacific Islander	11.63	0.00
Two or More Races	8.57	0.00
White	3.37	0.00
English Learners	10.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 Fall of 2025) to ensure that we review data and proactively plan to create an environment which is safe for students both physically and emotionally. This year the safety plan format will be adjusted and approved by site and district once our assistant principals go to training in the spring semester so that they can update and streamline the process. Annually, we update our classroom emergency response packets, conduct 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 (SART & SARB), Homeroom (pervious called flex time), and a Wellness Center for student use. We have student progress monitoring teams (Tier I, Tier II, grade level homeroom teams) 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	31	32	1
Mathematics	22	20	19	7
Science	23	9	29	0
Social Science	19	24	23	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28	6
Mathematics	24	12	31	3
Science	23	12	26	
Social Science	21	21	15	9

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	30	19	10
Mathematics	23	17	22	6
Science	28	6	24	3
Social Science	22	19	19	9

2024-25 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	307.78

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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	2.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	19,356.02	3,891.85	15,464.17	131,080.10
District	N/A	N/A	19,167.22	\$133,238
Percent Difference - School Site and District	N/A	N/A	-21.4	-1.6
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 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 multilingual classes, an academic language support class, various math pathways, inclusive settings (co-taught classes/push-in models) for students with disabilities, an Multilingual 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). Finally, our school district has committed significant resources in training our staff in Constructing Meaning (CM), Universal Design, SMUHSD instructional framework and anti-racist professional development trainings in order to support language development across content areas.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$79,574	\$67,238
Mid-Range Teacher Salary	\$128,361	\$106,841
Highest Teacher Salary	\$151,187	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$237,089	\$193,950
Superintendent Salary	\$307,000	\$314,304
Percent of Budget for Teacher Salaries	27.52%	29.51%
Percent of Budget for Administrative Salaries	5.08%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.7
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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	1

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

Professional Development

For the 2025–26 school year, the San Mateo Union High School District (SMUHSD) continues to place a strong, districtwide emphasis on anti-racism and the support of Multilingual Learners. Capuchino High School has fully embraced these learning opportunities by engaging in reflection and re-examination of practices to address implicit bias and institutional racism. Our initial learning has focused on personal reflection and historical inquiry, with next steps centered on examining and redesigning our practices, policies, and structures. As part of this year’s WASC process, staff will continue to work towards program coherence and this year PD focus is on Focus Note/organizing ones thoughts.

In continued alignment with the International Baccalaureate (IB) model, Capuchino’s professional development will remain focused on the integration of the IB Learner Profile, Approaches to Teaching (ATT), Approaches to Learning (ATL), and the IB Standards and Practices. We believe these teaching and learning frameworks are essential to promoting more equitable learning experiences and outcomes. While our student learning data continues to reflect predictable and disproportionate achievement patterns, our professional development and daily instructional practices are intentionally focused on disrupting these patterns and advancing more equitable student outcomes.

Capuchino utilizes four integrated structures to support professional development. Content-alike teachers collaborate in Professional Learning Communities (PLCs) to design lessons and assessments, analyze student work, and reflect on instructional practices to drive continuous improvement. Departments provide a broader structure to support PLCs through vertical alignment of content and skill standards. At the schoolwide level, whole-staff professional development supports shared goals and initiatives. Finally, the district provides additional support through Curriculum Councils, which offer targeted professional development aligned to district priorities, including culturally responsive teaching, language and literacy development, and the integration of CCSS and NGSS skills within content-based instruction.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4		