

The Single Plan for Student Achievement

Capuchino High School

School Name

4130738

CDS Code

Date of this revision: 11/15/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School District

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The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

I. School Vision and Mission

The goal of Capuchino High School, IB World School, is to have all students graduate with the knowledge and skills necessary to be prepared for college and career. To this end, we have identified 6 essential skills including: Reading, Writing, Critical Thinking, Self-Management, College/Career Knowledge, and Citizenship. We believe that students equipped with this skill set will succeed in the post-secondary world and be prepared to handle the complexities of the 21st Century.

II. Core Values

Equity: We believe that all students should have access to a rigorous curriculum that will prepare them for post-secondary options.

Support: We believe that students should have structural and programmatic supports to serve as a safety net for those who demonstrate a need for academic assistance.

Collaboration: We believe that a professional learning community is the vehicle by which we as educators continue to learn and refine skills so that we can best teach and accommodate student needs.

Shared-Decision Making: We believe that through the collective efforts of teachers, parents, students and administrators, we can continuously design and refine best practices.

III. Expected School-Wide Learning Results (ESLR's)

Reading

Writing

Critical Thinking

Self-Management

College and Career Knowledge

Citizenship

IV. Critical Academic Needs (CANs)

1. Literacy Across the Curriculum

2. Academic Success Skills

3. College and Career Knowledge

III. School Profile

Capuchino High School is located in the city of San Bruno on the San Francisco Peninsula. Capuchino serves an economically and ethnically diverse community. Capuchino is one of the six comprehensive high schools of the San Mateo Union High School District. The ethnic/racial makeup of the our school population is 1% African American, 13% Asian, 22% Caucasian, 10% Filipino, 49% Latino, and 5% Pacific Islander. Total student enrollment is 1178. The Class of 2017 is approximately 277 students.

- 25% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 50% speak a language other than English
- 12% receive Special Education services
- 13% are English Learners

This comprehensive high school's vision centers on the belief that all students should be prepared for college and career. The school goal states, "All students will graduate demonstrating the knowledge and skills necessary to be prepared for college and career". The school has identified 6 Essential Skills including: Reading, Writing, Critical Thinking, Self-Management, College and Career Knowledge and Citizenship. Capuchino High School is also well known for having a highly qualified and eminently talented staff of teachers dedicated to preparing students for life during and after high school, which was recently acknowledged in our Gold Ribbon Award in 2015. A school where diversity is treasured, Capuchino staff have aligned curriculum to the Common Core State Standards (CCSS) and International Baccalaureate (IB) assessments that provide students with the necessary skills that prepare them for college and career.

The International Baccalaureate (IB) Program is our advanced level program that serves students that are focused on attending the finest universities in the world while developing a solid academic and ethical foundation that gives them the skills to be successful in a global world. Our AVID course prepares students for higher education and gives them the necessary academic skills to be successful in all of their classes. We have established Freshman and Sophomore Teams, where students have the opportunity to work with a cohort of teachers and gain necessary tools to effectively make the transition from middle school and successfully navigate high school. There is also a keen focus on academic literacy, collaboration and common practices among the Team teachers. The Teams serve as a model Professional Learning Community (PLC) and our school has embarked on establishing stronger professional learning communities for our entire teaching faculty with the support of teachers on special assignment (TOSA) and literacy coaches. In addition to academic literacy, our school has identified the following focus areas for improved instruction including: formative assessment, depth of knowledge and instructional technology.

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 at the campus, visitors notice an unmistakable and well-earned pride from both students and staff. We welcome you to visit and discover for yourself the reasons why Capuchino High School has become the pride of the San Mateo Union High School District!

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

1. Before it was discontinued, we continued to make important progress in increasing the number of students scoring proficient, as well as passing the California High School Exit Exam. Overall, the 10th grade class scored well with significant gains with Students with Disabilities, particularly in math. There was a dip in 2013 (Class of 2015) and we surpassed our 2012 scores (Class of 2016) including the percentage of overall Proficient in ELA, percentage of Socio-Economically Disadvantaged ED Passed for Socio-economically Disadvantaged (SED) in ELA & Math, and huge gains 27% in SPED for math since 2012.

2. Using computer-interfaced adaptive and performance tasks, the Smarter Balanced Assessment System is based on the Common Core State Standards for ELA and Math.. This year's data collected can assist us in determining our needs and relative action items that need to be put in place. This assessment is administered to 11th graders:

SBAC Student Performance Data - April 2016 Capuchino High School

Overall Scores

% Met & Exceeded Standards

Exam/No of S taken	Capuchino	SMUHSD	SMCounty	CA
ELA 76% (+3)	80% (+5)	59% (+3)	49% (+3)	
Math 45% (+3)	57% (+3)	33% (+4)	52% (+4)	

3. During the 2015-2016 school year, Capuchino continues to reflect on WASC Action Plans. In the spring of 2015 we began the mid-term progress report process to culminate in a mid-term progress visit in April of 2015. This included the analysis of data in the School Site Council which has been involved in the various steps of the WASC process from developing with the School and Community Profile to solidifying the Action Plans. The Mid-Term WASC review team determined that our school was doing well in addressing our school goals and offered only suggestions for school improvement while validating our positive work. For 2016-17, the school is gearing up for the full WASC accreditation process and will be examining our strengths and areas of improvement prior to the Site WASC visit in Spring 2018.

4. AYP Criteria (2014-2015)

ELA: Met criteria for all groups (overall 95%)

Math: Met criteria for all groups (overall 95%)

5. CELDT Results (2014-2015) - 58% of ELs have reached Advanced or Early Advanced on the CELDT; 55% of students have met CELDT Criterion 2014-2015 (+2% from 2013-2014), from CA Dept of Ed)

6. From 2014 (API now n/a): Our API (State) increased by 41 points in 2011-2013 (750 to 791) with a non-weighted 3-year average API of 770, demonstrating the systematic progress we are making with our students. The school as a whole is extremely proud of this dramatic jump. We realize that there is not one single factor in accomplishing this. All departments have been working diligently to align their curriculum and to use formative assessment to guide instructional practice. This work continues in the current year and the TOSAs have been instrumental in implementing this work. Although API data is currently on hold with the elimination of the CAHSEE test, we feel that our school is certainly making quality progress overall.

7. AMAO Targets (from 2014-2015)

AMAO: 137 students out of 199 met ELA Target;30.4% (+2.2) at or above proficient for less than 5 years; 108 of 161 students with 5 years or more EL (67.1%)

B. Surveys

CHS administration and staff use the California Healthy Kid's Survey and the California School Climate Survey (District Level & Site Level) for our needs assessment process.

The Healthy Kids Survey was administered in spring 2014 and was administered during the 2015-2016 school year. The EOS (Equal Opportunity Schools) survey was administered in fall 2013, providing data about our student participation in AP and IB. The goal of this latter survey is to develop a plan to increase participation in AP and IB in under-represented groups.

In addition, teachers have taken part in a Great Place to Work survey, sharing ideas on various improvements to protocols such as a communication map for the facilitation of parents finding the right person with whom to get assistance from (chain of command) and adopting a meeting template to focus all PD, department, and organizational work on addressing action items. Additionally, new surveys for faculty, staff and students are being developed for more comprehensive examinations of school life--these will be used for the WASC process as well (2018 six year review).

C. Classroom Observations

Administrators observe instruction through informal and formal classroom observations and they have conducted monthly check-ins with teachers across all departments. The Freshman and Sophomore team teachers have integrated peer observations as a mechanism to reflect and share best practices. For 2016-17, PLCs have worked closely with instructional coaches to develop SMART goals and to create specific instructional Learning Targets for lessons and to focus on the idea of gradation in the classroom--teachers being clear about assessment expectations and offering students insight into how to determine various levels of performance. In addition, teachers in PLCs are continually encouraged to do peer observations as a part of the Cycle of Inquiry. This has been positive for the 2016-2017 school year. Department Chairs also provide feedback to new teachers in their departments. Our Instructional Coaches (IC's) also do 3 rounds of observations for teachers participating in the Evaluation cycle.

D. Student Work and School Documents

Collaboration is regularly scheduled into staff meeting time. Student work analysis is built into the professional development plan and is one of the components of the work we are doing within the Professional Learning Communities on campus. All PLC's are expected to review student work as a part of the Cycle of Instruction related to Common Core Instruction and Assessment.

The 2016-17 PD Plan includes:

Our over-arching emphasis on four key elements surrounding the International Baccalaureate & Common Core State Standards and Student Engagement & Success. These elements are:

1. Academic Language & Literacy
2. Depth of Knowledge
3. Formative Assessment
4. Instructional Technology

Professional Development Purpose: The new Common Core Standards place greater emphasis on students being able to think critically, problem solve, write strong arguments supported by credible evidence, research, and demonstrate their learning through performance based assessments. Thus, in preparation for Common Core, teachers should understand the new Common Core Standards and align their curriculum, lessons and assessments to mirror the expected outcomes of CCSS.

Professional Development Outcomes: Teachers will participate in Cycle of Inquiry Groups and design lessons and assessments that reflect the principles of the Common Core. Teachers will also complete the full cycle of inquiry, emphasizing student work analysis, reflection and identifying next steps. Common Core Inquiry Groups-Categories: Research, Reading and Writing Strategies, Instructional Design (with focus on access and formative assessment strategies) and Technology (Designing Digital Assessments).

Professional Development Process: Individual teachers and Teacher Learning Teams will sign up to be a part of the following Inquiry Groups that focus on the principles of Common Core and utilize identified collaboration times to work on the professional development outcomes. Collaborative groups will work together for a minimum of a semester. Peer Observations will continue to become a norm, with TOSAs facilitating peer observations department by department--time for debriefs being monthly during Thursday collaboration time.

TOSAs and PD Consultant are the instructional facilitators for Inquiry Groups. This model also relies on teacher expertise and sharing of best practices.

There is also a strong emphasis on the development of Learning Targets with Gradation for summative assessments. This transparency from the teacher to the students allows for more authentic formative assessment and allows students to be clear on what proficiency of assessments and learning activities looks like.

PD Plan for 2015-2016 includes:

Why: We have spent the last few years training and learning around the following topics in response to the demands of CCSS: Academic Language and Literacy, Depth of Knowledge, Formative Assessments and Instructional Technology. This year we will shift to see evidence of these strategies in every classroom so that students equitably benefit from these practices across our campus.

School-Wide Learning Targets: This is what we want our students to be able to do (Essential Student Skills): For college and career readiness, both Common Core and IB require students to be able to critically think, problem solve, formulate arguments, research, write, and demonstrate these skills on performance based assessments. The CCSS assessments and performance tasks also require students to interact and leverage technology to demonstrate their learning.

What Should Be Visible in Each Classroom (the Non-Negotiable)

1. Learning Targets for Students (as a measure of a formative assessment)

Instructional Strategies to be included in Lesson Design:

1. Explicit Instructional Techniques for Academic Language and Literacy (Structured Oral and Written Language Strategies).
2. Formative Assessments that allow for student reflection on their performance and their progress.
3. Instructional Technology tools to facilitate student engagement and learning.

Professional Learning Communities:

In order to improve student learning and successfully teach the skills inherent in the Common Core teachers will reflect, investigate, experiment and modify their instructional practice based on the results of student performance. This process happens within the PLC construct as teacher teams convene frequently to examine instructional practice in transparent and authentic settings to support teacher and student improvement. (adapted from PLC Standards)

E. Analysis of Current Instructional Program (See Appendix B)

The CHS instructional program is structured for teachers to engage in on-site and off-site professional development; collaborate with teachers within and outside of their department; revise and refine their curriculum; and examine and adapt their instructional practices to meet the needs of their students. CHS also offers a variety of instructional programs and services to meet the diverse needs of students, including: International Baccalaureate (IB), AVID, college prep courses, ELD, Special Education, support classes, and various tutorial and homework support services.

Specialized Programs are evaluated informally and formally in partnership with our district and district content councils. Positive feedback from teachers was received and overall GPA for students in the core areas has improved- a 15 percent decrease in F's since 2012. CHS also received a 6-year WASC Accreditation in 2012. We are currently preparing for next year's WASC visit.

V. Description of Barriers and Related School Goals

Working within the CCSS framework, we continue to bring coherence to our curriculum, we have taken time and considerable professional development to bring coherence to the system. We have worked closely with the TOSAs to develop the professional development plan. As a result, we have built the expectation that all teachers will participate in Cycle of Inquiry PLC's focusing on special topics. The TOSA's and PD Consultant are the instructional facilitators for the PLC's. This model also relies on teacher expertise and sharing of best practices. This work has been facilitated in the 2014-2015 school year through focused PD time--through site visits by PLC and assessment guru Eric Twadell, the addition of Literacy Coach-led presentations that address CCSS-based strategies, and a visit from Stanford Educational researcher Denise Pope on the effectiveness of balance in the classroom. The challenge is training every teacher, with fidelity, on best practices in Formative Assessment, Academic Language and Literacy, and Technology Integration. Shifting curriculum is much easier than shifting instruction and with the demands of CCSS, there is an urgency to shift instruction and the kinds of assessments that students have in the classroom. When addressing Technology, to assist in our professional learning for teachers, there is a barrier with access to mobile technology (laptops) that can be utilized on a daily or more frequent basis. In many instances, teachers have to sign up for a computer lab or share devices, which is a subsequent barrier to integrating technology into daily instruction.

For 2015-2016, we placed an emphasis on returning to the principles of Instructional Areas to ensure that students can access and successfully perform on Common Core and IB Standards & Assessments. Mastery of these standards and assessments are strong indicators for college readiness. Academic Language & Literacy, Depth of Knowledge, Formative Assessment, and Instructional Technology continued to be the focus for instruction. We established the expectation that Learning Targets (Moss, Brookheart, and Long) would be designed and developed by teachers to clearly instruct students and make expectations manageable and transparent.

For the 2016-2017 school year, we have continued to build from the foundation that Learning Targets provide by promoting the concept of Gradation--establishing distinct levels of performance expectations to quantify varied performance levels for grading. Using rubrics and model work at various levels, teachers are emphasizing what various assessment levels look like and how students can progress.

CHS has over 70% of juniors and seniors enrolled in an IB course, yet many of our courses are singletons due to our overall school population. In turn, this creates for large class sizes in the 9th and 10th grade with staffing implications and impacted learning environments. We also run several support classes that are electives and many times there is a need for additional staffing to allow for master schedule flexibility so that students can access the courses they need.

An additional barrier is working with students to satisfy A-G eligibility requirements. We have 62 percent of our students eligible to attend a 4-year university out of high school, but that means more students need to pass the required courses with a C or higher. Our school strives to prepare all students for college and career and although a majority of our students are college bound, we want more of our students to have the option to attend the university.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: IB Program
LEA GOAL:
<p>LEA Plan Goal: 1a, 1b, 2e, 2f, 5a, 5b, 5c, LCAP/SMUHSD Goal #1: Curriculum must be revised to align with CCSS (State LCAP Priority #2) LCAP/SMUHSD Goal #3: SMUHSD must increase enrollment of underrepresented students in AP/IB (State LCAP Priority #8) LCAP/SMUHSD Goal #3: SMUHSD must develop improved communication systems, outreach to engage family and community relationships (State LCAP Priority #3)</p>
SCHOOL GOAL #1:
<p>The percentage of students per ethnic group enrolled in IB courses will reflect the ethnic make-up of similar grade levels and no specific ethnic group will drop below 10% within that grade level of student enrollment. The percentage of IB diploma students will be 10% or greater than the number of students in the senior class. The percentage of students who complete an IB course with at least a C grade will remain at 90% or better. The percentage of students receiving a 4 or above on the IB Exams will increase by 5%. More than 70% of our juniors & seniors will take at least one IB course before they graduate.</p>
Data Used to Form this Goal:
<p>Total Students in IB - 11th & 12th grades 2016-17: 389 (67%) 67% of Juniors enrolled in at least 1 IB course 67% of Seniors enrolled in at least 1 IB course 2015-16: 381 (71%) 2014-15: 369 (70%) 2013-14: 358 (66%) 2012-13: 347 (66%) 2011-12: 297 (56%) 2010-11: 283 (54%) 2009-10: 219 (42%)</p> <p>2016 IB Spring Assessments: 212 testers (majority, seniors) 547 Subject Test (2-3 exam median) 20 Diploma Candidates/16 received their IB Diploma (average score of 4.55)</p> <p>IB Students per ethnic groups enrolled in IB - 11th and 12th grades 2016-17: Latino 46%; White 23%; Filipino 11% 2015-16: Latino 40%; White 24%; Filipino 13% 2014-15: Latino 36%; White 30%; Filipino 15% 2013-14: L 34%; W 30%; F 16%</p>

2012-13: L 35%; W 26%; F 16%
2011-12: L 39%; W 25%; F 17%
2010-11: L 33%; W 32%; F 14%
2009-10: L 28%; W 37%; F 9%

Proportion of Students per Ethnic Group in the IB Program compared to total school enrollment by ethnic group in 11th and 12th grade
(1st % is IB/2nd % is all school 11 & 12)

2016-17: L 46% vs 48%; W 23% vs 25%; F 11% vs 9%
2015-16: L 40% vs 44%; W 24% vs 24%; F 13% vs 11%
2014-15: L 36% vs. 45%; W 30% vs 26%; F 10% vs 11%
2013-14: L 34% vs. 41%; W 30% vs 28%; F 16% vs 11%
2012-13: L 35% vs. 42%; W 26% vs. 22%; F 16% vs. 11%
2011-12: L 39% vs. 44%; W 25% vs. 22%; F 17% vs. 11%
2010-11: L 33% vs. 38%; W 32% vs. 25%; F 14% vs. 13%
2009-10: L 28% vs. 33%; W 37% vs. 33%; F 9% vs. 11%

Subgoal: The percentage of students who complete an IB course with at least a C grade will remain at 90% or better.

2015-16: 92% of IB students received a C or better in their IB course.
2014-2015: 88% of IB students received a C or better in their IB course.
2013-2014: 90% of IB students received a C or better in their IB course.
2012-2013: 93% of IB students received a C or better in their IB course.

Subgoal: The percentage of IB exams receiving a 4 or above will increase by 5%.

2016: 475 exams taken, 313/475 earned 4+ (66%)
2015: 418 exams taken, 241/418 earned 4+ (58%)
2014: 443 exams taken, 279/443 earned 4+ (63%)
2013: 300 exams taken, 248/300 earned 4+ (83%)
2012: 404 exams taken, 279/404 earned 4+ (69%)
2011: 287 exams taken, 201/287 earned 4+ (70%)
2010: 243 exams taken, 170/243 earned 4+ (70%)

Findings from the Analysis of this Data:

Since 2009-10, the number of Latinos enrolled in IB has increased by 24%. The number of Whites enrolled in IB classes has decreased by 14% and increased for Filipinos by 2%. This is consistent with the enrollment trend of Capuchino. The Latino population has grown by 18% in the last eight years. The number of White students enrolled at Capuchino has decreased by 14%. Filipinos have fluctuation and are now at 9%. The growth in the numbers of Latinos in the IB program is now almost proportional to the growth of Latinos in the school (Latinos are underrepresented in the IB program by 2%), but this is down from 4% last year. There is a slight difference among Whites in IB and total school enrollment this year (2% over-representation). The Filipinos population in IB is now over-represented by 2%.

For 2016-2017:

The percentage of students in the IB program has leveled out at about 67%
The number of Latino students in the IB Program has increased to 46% from 40%. This has increased to a level commensurate with our student demographic and signifies a major goal threshold.
The difference between the number of students in the 11th grade going into the 12th grade IB program is only 5 students. This speaks to the strong retention rate of students in the two-year program.

For 2015-16:

Currently, 71% of juniors and seniors are enrolled in at least one IB course, up from 56% in fall of 2011, 65% in fall of 2012 and 2013, and 69% in the fall of 2014.

From 2011 to 2015, the IB exam pass rates have fluctuated; however, participation in the IB program has increased. The School Site Council has discussed the statistical trade off of increased participation and the challenge with also increasing pass/ 4+ score rates. We have agreed that most important is accessibility of the IB program.

Of course success in the IB program is also a major priority for Capuchino, and we have adopted the goal that "The percentage of IB diploma students will be 10% or greater than the number of students in the senior class.." Currently, we have 24 IB Diploma Candidates preparing for completion of the IB Diploma program. This is up from 14 candidates last year and 25 in the 202013-2014 school year. Our school and district is committed to increasing the number of IB candidates each year by 10%.

We have been successful at meeting our subgoal that: "The percentage of students who complete an IB course with at least a C grade will remain at 90% or better.:

2015-16: 92% of IB students received a C or better in their IB course.

2014-2015: 88% of IB students received a C or better in their IB course. Moving 88% to 92% we have shown how effective our support systems and commitment to IB excellence has been.

We have also been successful in meeting our Subgoal: The percentage of IB exams receiving a 4 or above will increase by 5%.

2016: 475 exams taken, 313/475 earned 4+ (66%). This is up from 58% last year. Again, CHS can celebrate not only increased participation in the IB program, but IB success as well.

The number of IB Diploma candidates has fluctuated, with just 16 of 20 who applied for the IB diploma program completing the diploma this past year. We have been successful with encouraging IB participation; however, we are working to build a consistent and successful IB Diploma program through increased support, outreach, and college/career connection-making.

How the School will Evaluate the Progress of this Goal:

The School Site Council, Site Leadership and Administration will monitor the following annually:

Increase or consistent enrollment of subgroups in IB classes.

Increase in the number of IB Diploma candidates.

Increase of students earning C or better in IB classes.

Increase of number of parents that attend IB Informational meetings or IB tours.

Increase or consistent number of sections of IB classes on master schedule.

Increase or consistent percentage of 11th and 12th that take at least 1 IB class before they graduate.

Increase or consistent number of 9th and 10th grade students that take AS class

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue vertical alignment of reading, writing and oral presentation strategies to IB assessments and CCSS through PLC and department collaboration time. An emphasis on CCSS will define this next stage of action steps	Fall 2014-Spring 2017	Teachers TOSA Admin	Collaboration Time -	None Specified	None Specified	
			Early Release Time (Thursdays)	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer IB Seminar Course for 11th and 12th graders - support students in IB classes Continue to offer Summer Math Enrichment course for Pre-IB Courses	2016-17	IB Teacher	.2 FTE	1000-1999: Certificated Personnel Salaries	General Fund	
Continue to promote the IB program to current and incoming students. Discuss demands and expectations of program. Continue to offer IB Parent Tours for prospective parents. Present IB information to parents in Spanish.	2016-17	IB Coordinator IB Assitant Admin Translators	Parent Tours materials Coordination with Outreach for Spanish speakers/families interested in IB program Implement IB shadowing. Prospective IB students can interview current IB students.	None Specified None Specified	None Specified None Specified	
Off-set IB exam fees for eligible students.	2016-17	IB Coordinator IB Assistant	Exam Fees (IB Budget)	5000-5999: Services And Other Operating Expenditures	Other	7,500
Continue to expand the AVID Program by increasing the number of sections at the 9th and 10th grade Offer AVID strategy workshops for all teachers that support students in IB classes	2016-17	AVID Coordinator	Collaboration Time Meetings	1000-1999: Certificated Personnel Salaries	General Fund	
Encourage students to enroll in IB courses during counseling department programming. Counselors visit each grade level in their English classes for two weeks: week 1 to explain and promote and encourage well-thought out course selection; week 2 to do the actual one on one programming with each student in their English classes	February and March Late January and early February	Guidance Counselors Guidance	Classroom Presentations Consider renaming early IB classes as Pre-IB 10th Grade Shadows of IB Students	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core departments will be sent a student recommendation document for inputting their recommendations for each student		Counselors with core departments asking their student recommendations				
Market the IB brand through Peninsula outreach and expanded school tours.	2016-2017		IB tours for elementary, middle and high school principals			
Provide more information for students to demystify the IB experience and the IB Diploma program.	2016-2017		Improve the communication with 9th grade students Include 9th and 10th grade teams in outreach efforts.			
Offer Parent Support Training for IB families who work closely with IB Coordinator and IB Assistant	2016-2017		Parent Support Group via IB Boosters	None Specified		

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Course Completion
LEA GOAL:
<p>LEA Plan Goal: 1a, 1b, 2e, 2f, 5a, 5b, 5c</p> <p>LCAP/SMUHSD Goal #2: The achievement gap must be decreased by increasing the number of students in CCR (State LCAP Priority #4)</p> <p>LCAP/SMUHSD Goal #3: SMUHSD must develop improved communication systems, outreach to engage family and community relationships (State LCAP Priority #3)</p> <p>LCAP/SMUHSD Goal #3: Graduation rates must be increased for all groups; chronic absences must be decreased as well (State LCAP Priority #5)</p> <p>LCAP/SMUHSD Goal #3: SMUHSD must develop initiatives and improve academic socio-emotional supports to reduce suspensions, discipline, and expulsions (State LCAP Priority #6)</p>
SCHOOL GOAL #2:
<p>The number of graduates meeting A-G requirements will increase by a minimum 5% with an emphasis on progress for students of various groups, especially long-term English Learners.</p> <p>The percentage of students within each group who complete courses with a “C” or better will increase.</p>
Data Used to Form this Goal:
<p>A-G Eligibility:</p> <p>Class of 2016: 159/257 or 62% (Latino: 43%, White 61%, Filipino 80%, Pac Islander: 42%; EL--%, SPED --%, SED--%; Source CDE)</p> <p>Class of 2015: 134/245 or 55% (Latino: 40%, White 59%, Filipino 69%, Pac Islander: 56%; EL--%, SPED --%, SED--%; Source CDE)</p> <p>Class of 2014: 142/266 or 54% (Latino: 33%, White 54%, Filipino 80%, Pac Islander: 42%; EL--%, SPED --%, SED--%; Source CDE)</p> <p>Class of 2013: 112/241 or 46% (Latino: 33%, White 61%, Filipino 72%, Pac Islander: 42%; EL--%, SPED --%, SED--%; Source CDE)</p> <p>Class of 2012: 111/245 or 45% (Latino: 43%, White 54%, Filipino 50%, Pac Islander: 57%; EL--%, SPED --%, SED--%; Source SMUHSD)</p> <p>Class of 2011: 99/232 or 43% (Latino: 34%, White, 57%, Filipino 30%, Pac Islander 41%; EL --%, SPED --% SED --%; Source SMUHSD)</p> <p>Class of 2010: 84/217 or 39% (Latino: 26%, White, 55%, Filipino 32%, Pac Islander 25%; EL --%, SPED --% SED --%; Source SMUHSD)</p> <p>Class of 2009: 75/226 or 33% (Latino: 16%, White, 42%, Filipino 22%, Pac Islander 20%; EL --%, SPED --% SED --%; Source SMUHSD)</p> <p>Graduation Rate:</p> <p>Class of 2016: 98.5% (CDE has not yet published Demographic Information)</p> <p>Class of 2015: 232/250 or 93% (Latino 86%, White 97%, Filipino 96%, Pac. Islander 92%, EL 87%, SPED 86% SED 89%; Source CDE)</p> <p>Class of 2014: 264/274 or 96% (Latino 95%, White 100%, Filipino 94%, Pac. Islander 100%, EL 89%, SPED 90% SED 97%; Source CDE)</p> <p>Class of 2013: 240/249 or 96% (Latino 97%, White 98%, Filipino 96%, Pac. Islander 93%, EL 89%, SPED 94% SED 95%; Source CDE)</p> <p>Class of 2012: 235/268 or 88% (Latino: 88%, White, 89%, Filipino 90%, Pac Islander 78%; EL 83%, SPED 78% SED 90%; Source CDE)</p> <p>Class of 2011: 228/247 or 92% (Latino: 89%, White, 94%, Filipino 92%, Pac Islander 89%; EL 87%, SPED 88% SED 88%; Source SMUHSD)</p> <p>Class of 2010: 208/258 or 81% (Latino: 81%, White, 88%, Filipino 74%, Pac Islander 61%; EL 67%, SPED 71% SED 74%; Source SMUHSD)</p> <p>IB Program Completion:</p> <p>Class of 2016: 212 enrolled in at least 1 IB class*; 12/20 Successful Diploma Candidates (60%)</p> <p>Class of 2015: 193 enrolled in at least 1 IB class*; 12/14 Successful Diploma Candidates (86%)</p>

Class of 2014: 167 enrolled in at least 1 IB class*; 25/25 Successful Diploma Candidates (100%)
Class of 2013: 118 enrolled in at least 1 IB class; 16/18 Successful Diploma Candidates (89%)
Class of 2012: 169 enrolled in at least 1 IB class; 15/19 Successful Diploma Candidates (79%)
Class of 2011: 93 enrolled; 7/12 Diploma (58%)
Class of 2010 80 enrolled; 6/8 Diploma (75%)

*number of students who took IB exams

Student Achievement Data: 9th/10th Grade Teams

Fall of 2015 Semester Data

244/284 9th Graders Enrolled 12/18/15: only 17 (down from 50 last year) had 1 or more F grades

288/307 10th Graders Enrolled 12/18/15: 55 of 288 (at a similar number with 48 in the same state last year) had one or more Fs

70% of these 9th grade students with 1 or more F's are Latino 60% of sophomores. 18% are Pacific Islanders

59% of these 9th grade students are boys to 41% girls

2014 Data Number of students with one or more F grades:

Fall Semester 2014 - 401 Students received a D or F at the Marking Period; 10th grade teams reported a 56% (M) to 44% (F) difference

Freshmen D/F rate has decreased 18% between 2010 and 2014 as % of Freshmen on teams increased.

Female 172

Male 229

Total 401

Grade

9th 102

10th 97

11th 98

12th 104

Total 401

EL

E 208

F 27

L 7

M 102

N 4

R 53

Total 401

Programs

Sped 71

504 13

None 317

Total 401

Ethnicity

Not Latino 171

Latino 230
Total 401

Primary Race
Am Indian/Alaskan 5
Black 15
Asian 27
Filipino 23
Pacific Islander 35
White 130
Total 235

Findings from the Analysis of this Data:

There has been a significant increase of graduates meeting A-G eligibility in the last several years; that number has recently gone up again. We have in recent years adjusted our goal to increase the number of students A-G Eligible to 10% (from 5%). As a result of this plateau, we have adjusted the goal percentage once again to 5. The graduation rate has increased significantly as well, holding steady for the last few years. Critical subgroups are achieving graduation at higher rates as well, with Latino, Pacific Islander, Special Education subgroups climbing (with the exception of Latino students this year) and EL students on the cusp of a 90% graduation rate. Significant also is the increase in graduation rates for students of SPED designation whose graduation rate has increased steadily up approximately 20 percentage points since 2010. Over 73% of seniors took at least one IB class in 2014. Currently, 67% of juniors and seniors are enrolled in at least one IB course, up from 51% in the fall of 2012 and 65% in the fall of 102 and 2013. We doubled our number of Diploma Candidates in two years but have since fallen in this area, prompting us to increase our efforts to develop and to cultivate an IB-friendly culture with support systems in place. In the past three years, senior IB participation has remained high but our IB candidate rate of completion has slipped significantly. However, we look to increase our IB diploma rate (see goal #1) and continue the increased participation of students in the IB program. The IB program has become statistically more equitable.

How the School will Evaluate the Progress of this Goal:

The School Site Council, Site Leadership and Administration will monitor the following annually:

- A-G completion data
- Semester grades
- Transcripts Analysis (semester grades)
- IB courses enrollment and completion
- Attendance data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement "co-taught" model in core classes to provide additional support to Student with Special Needs. Seek further support for increased number of teachers in this program.	2016-17	SPED Dept Chair SPED TOSA SPED and Gen Ed Teachers Instructional Aids	60 sections including SPED and IA co-teaching assignments	1000-1999: Certificated Personnel Salaries	District Funded	
Continue to implement Freshman & Sophomore Team Programs to provide personalized learning	2016-17	FT/ST Coordinator FT & ST Teachers	Common Prep Time to Collaborate	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>community for students. FT/ST offer academic, social, and emotional support with the help of Dean, Counseling Dept., SSA, and new Attendance Intervention Counselor.</p> <p>FT/ST teachers collaborate on a weekly basis to discuss common practices, students' progress and attendance issues. FT/ST teachers have a common prep period.</p> <p>Summer institute work</p> <p>IB Support Class consideration</p>				1000-1999: Certificated Personnel Salaries	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
<p>Continue to offer ELA and Math support classes for 9th and 10th grade students that require strategic and intensive intervention.</p> <p>Implement Geometry support class with reduced class size</p>	2016-17	Math & English teachers Math & English DCs	9th Grade Intensive SES	1000-1999: Certificated Personnel Salaries	General Fund	
			10th Grade SES	1000-1999: Certificated Personnel Salaries	General Fund	
			Small Geometry	1000-1999: Certificated Personnel Salaries		
<p>Continue vertical alignment of reading, writing and oral strategies to IB assessments and CCSS, working continuously with Freshman and Sophomore Team and several departments.</p>	2016-17	Teachers	Collaboration Release Time	None Specified	None Specified	
				None Specified	None Specified	
			Subs for Release Time	1000-1999: Certificated Personnel Salaries	General Fund	
<p>Implement PD Plan: All teachers will engage in PLC Groups-Categories: Research, Reading and Writing Strategies, Instructional Design (with focus on access and formative assessment strategies) and Technology (Designing Digital Assessments).</p>	2016-17	All Teachers TOSAs	TOSAs (.6 FTE)	1000-1999: Certificated Personnel Salaries	District Funded	
				None Specified	None Specified	
			Collaboration Release Time	None Specified	None Specified	
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue to implement Guided Studies course for 9th and 10th grade students that require academic support. Students with 2 or more Fs were recommended for the course. In addition, this academic support class provides an environment where students can personally connect to an adult and build study/work habits. This Guided Study support is to be expanded to the 11th grade.</p> <p>Embed additional resources to Guided Studies class, including mentoring services. Continued coordination/communication between general teachers and GS teachers making recommendations.</p>	2016-16	Guided Study Teachers	Teachers (.6 FTE)	1000-1999: Certificated Personnel Salaries	District Funded	
<p>Continue to offer "Academic Support Time" on Wednesdays - a 30-minute study hall embedded in bell schedule so that students may receive help in specific subjects.</p>	2015-17	All Teachers				
<p>Continue to expand AVID program to increase number of 9th and 10th graders.</p>	2016-17	AVID Coordinator AVID Teacher		1000-1999: Certificated Personnel Salaries		
<p>Continue to offer tutorial services to target students through the After School Tutorial and Homework Center (MTW continued)</p> <p>Expand tutoring services and add OSCR courses if available.</p> <p>Continue to refer students to after-school tutoring who have more than 1</p>	2016-17	After-School Tutorial Coordinator Counselors FT/ST Teachers APs EL Specialists	<p>After School Coordinator</p> <p>After School Peer Tutoring</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p>	<p>General Fund</p> <p>LCAP Supplemental</p> <p>None Specified</p>	<p>27,200</p> <p>8,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D or F in freshman and sophomore team classes. Continue to monitor performance of LTEL students and refer students with failing grades to after-school tutoring						
Examine grading practices - establish common grading practices between same courses taught by different teachers; calibrate between teachers teaching the same class/discipline.	Summer 2012 Fall 2012 - Spring 2018	Department Chairs All Teachers	Meeting time exclusively for this purpose.	None Specified	None Specified	

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: SBAC/ASSESSMENTS				
LEA GOAL:				
LEA Plan Goal: 1a, 1b, 2a, 2c, 2d, 2g, 5a, 5b, 5c: LCAP/SMUHSD Goal #2: The achievement gap must be decreased by increasing the number of students in CCR (State LCAP Priority #4)				
SCHOOL GOAL #3:				
Students will improve 5% for ELA and Math scores on the SBAC test. Progress for students in various student populations, namely Latino, EL, SPED, socio-economically disadvantaged, and Polynesian students will improve. The percent of non-proficient scores for a variety of specific groups will decrease by 10%.				
Data Used to Form this Goal:				
SBAC Student Performance Data - April 2016 Capuchino High School				
Overall Scores % Met & Exceeded Standards				
Exam/No of S taken	Capuchino	SMUHSD	SMCounty	CA
ELA				
76% (+3)	80% (+5)	59% (+3)	49% (+5)	
Math				
45% (+3)	57% (+3)	37% (+4)	52% (+4)	
Scores in parenthesis are April 2015 improvement results				
Average Scale Score Percentage by Ethnicity				
ALL	256	2605		
Asian	29	2692 (+1)		
Filipino	27	2686		
African American or Black	4	-----		
Two or more races	16	2682		
Hispanic or Latino	105	2557		
Native Hawaiian or other PI	56	2630		
Unknown	35	2658		
White	56	2630		
LD students	32	2537		
Other 2016 noteworthy statistics: for the ELA: Hispanic/Latino up 4% (all groups up 3%); Filipino down 3%; Asian up 11%; African-American scores up 60%				

Math Overall up 3% but district up 15%. Multi-racial student scores up 29%. Hispanic/Latino scores up just 1% and still very low at 28%

Average Scale Score Percentage in Each Claims Performance Category

of students score Distribution
 Capuchino High School 259/267 2639 (+7) Overall: Exceeds: 36%; Standard Met: 38; Nearly Met: 16%; 9%

ELA/Literacy	Above	At	Below
Reading	31	55	14
Writing	54	36	9
Listening	24	66	10
Research/Inquiry	54	41	10

261/267	2609 (+5)	Above	At	Below
Mathematics		30	35	35
Concepts/Proced.		26	50	23
Prob Slv. Modl, & Data		29	55	16
Communicating Reason.				

SBAC Student Performance Data - April 2015 Capuchino High School

Overall Scores
 % Met & Exceeded Standards

Exam/No of S taken	Capuchino	SMUHSD	SMCounty	CA
ELA (263 taken) (2632 scaled score)	73%	75%	56%	44%
Math (256 taken) (2605 scaled score)	42%	54%	33%	48%

Average Scale Score Percentage in Each Claims Performance Category

of students score Distribution
 Capuchino High School 263 2632 ELA/Literacy

Reading	16	47	38
Writing	11	36	53
Listening	12	65	23
Research/Inquiry	8	45	47

Math	256	2605	Concepts/Proced.	31	39	30
Prob Slv. Modl, & Data			25	50	25	
Communicating Reason.			21	56	23	

Average Scale Score Percentage by Ethnicity

ALL	256	2605
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Asian	32	2693
African American or Black	5	2472
Two or more races	14	2592
Hispanic or Latino	105	2557
Native Hawaiian or other PI	56	2630
Unknown	35	2658
White	56	2630

Findings from the Analysis of this Data:

Although we increased our scores, we did not meet our goal of improving 5% in both ELA and Math scores. In an examination of early results from the second SBAC test administered in April of 2016, we can see that our overall student scores have improved. Our scores for ELA and Math have risen, but not in a manner completely commensurate with district, county, and state improvements in terms of percentage increase. Although our ELA scores are just 4% below district averages, our Mathematics scores as a school are still well below our district averages. In our second time through the SBAC, we can see dramatic improvements for students becoming at or above proficient in all categories. Encouraging are our strong ELA scores; this supports our recent dramatic rise in API score success and supports the work we have done in recent years as a school with EL education for staff including work with academic literacy. We were also 17% above the county average for ELA scores and 27% better than the state average.

In the area of Mathematics, however, our scores were 12% lower than district average the county average. Although we are 9% higher than the state average, these scores point out our need for focused Math support and SBAC-focused assessment training for our teachers and students.

Practice or Interim Assessment participation for the ELA portion of the exam should be helpful, with most schools in our district participating in the administration of the exam and teacher-grading of the exam as well. Our teachers will be sharing in the assessment process with students. At the same time, we need to look closely at opportunities for students school, district, and county-wide to improve their Math scores for the SBAC.

We still have a long way to go, however, in terms of improvement in Math and in terms of specific improvement for our Latino/Hispanic student population.

SBAC scores were incomplete for African American students, so this year's data will be especially important to analyze in support of student needs. Pacific Islander students stayed strong in terms of the ELA and improved dramatically in terms of the Math portion of the exam.

With the help of School Site Council, we will also determine other groups to analyze and assist, such as students in our EL and SPED populations. We look to continue our emphasis on supporting equity and opportunities for success among all student populations. In addition to the SBAC, we look to increased success overall and for our various populations on other standardized assessments such as the SAT and ACT exams. In preparing students for success, we are examining SAT and ACT data (see goal #4 for results) as we encourage and support college success. We also look to evaluate other standardized testing opportunities for data analysis and anticipate any new state graduate

How the School will Evaluate the Progress of this Goal:

The School Site Council, Site Leadership and Administration will monitor SBAC scores annually--focusing on increased proficiency rates for all students but also for students in particular populations, namely Latin/Hispanic, Pacific Islander, African-American/Black, and students with Learning Disabilities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement PD Plan: All teachers will engage in the Common Core Inquiry	Yearlong	All teachers TOSAs		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Groups (engaging in the Cycle of Inquiry as a Department)-Categories: Research, Reading and Writing Strategies, Instructional Design (with focus on access and formative assessment strategies) and Technology (Designing Digital Assessments).</p> <p>The Math department will work in own department to align math curriculum and assessments to the CCSS.</p>			<p>Collaboration Release Time</p> <p>TOSAs (.6 FTE)</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p>	<p>General Fund</p> <p>District Funded</p> <p>None Specified</p>	
<p>Offer ELA and Math support classes for 9th and 10th grade students that require strategic and intensive intervention.</p> <p>Implement Geometry support class.</p> <p>Reduce class sizes</p>	Yearlong	9th and 10th Grade English and Math Teachers	Support Teachers 1.8 FTE	1000-1999: Certificated Personnel Salaries	General Fund	
Ensure proper placement of students in SES and Intensive classes. This includes taking teacher recommendations into consideration when placing students, as well as moving students in and out of these classes when appropriate.	Fall and Spring semesters	English Dept. D.H. Counselors Admin				
<p>Data results can be used to inform support services for end of ninth and tenth grades</p> <p>Work closely with feeder schools (Parkside, Taylor, St. Roberts) for testing/placement data</p>	October 2015	Admin 9th/10th grade teachers		None Specified	None Specified	
<p>Prepare students on various test-taking strategies leading up to exam period, including SBAC warm-ups/Do Nows, reviewing SBAC practice book, using SBAC prep materials that are</p>	<p>August - January</p> <p>Winter Break</p>	Math and English/ELD Teachers		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>incorporated into lessons throughout the school year in Math and English.</p> <p>Use results from the 9th grade practice SBAC to target specific areas of weakness for 10th grade cohort.</p>	Ongoing					
Offer Summer Bridge program for strategic intervention incoming 9th graders. Provide ongoing support to students throughout the school year.	Summer 2011-2016	Math Teachers	Summer Bridge Teachers	1000-1999: Certificated Personnel Salaries	Foundation	
Inform parents about importance of SBAC and strategies to support students. Offer information to Spanish-speaking families.	Fall semester	AP Outreach Coordinator Counselors	Outreach Coordinator	2000-2999: Classified Personnel Salaries	General Fund	18,058
<p>Encouragement and support for participation in other college-based standardized testing opportunities such as the SAT and ACT. We would like to see increased participation in these tests among our students.</p> <p>Promote the importance of college-based testing. Stress the rigor of the exams while incorporating test training/test preparation into the curriculum.</p>	2015-2016 and beyond	College & Career Counselors English & Math Support	<p>PSAT Testing</p> <p>SAT Prep course during AST</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>District Funded</p> <p>None Specified</p>	5,000

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
<p>LEA Plan Goal: 2e, 2f, 5a, 5b, 5c, LCAP/SMUHSD Goal #1: All students must have access to the highest quality curriculum for college & career readiness (State LCAP Priority #7) LCAP/SMUHSD Goal #2: The achievement gap must be decreased by increasing the number of students in CCR (State LCAP Priority #4) LCAP/SMUHSD Goal #3: SMUHSD must develop improved communication systems, outreach to engage family and community relationships (State LCAP Priority #3) LCAP/SMUHSD Goal #3: Graduation rates must be increased for all subgroups; chronic absences must be decreased as well (State LCAP Priority #5)</p>
SCHOOL GOAL #4:
<p>Through survey data, set a baseline of college and career awareness for both students and parents.</p> <p>Compare grade-level data at the start and end of each school year.</p>
Data Used to Form this Goal:
<p>Post-Secondary Report: College and & Career Plans</p> <p>Relevant Data:</p> <p>Class of 2016: TOTAL Graduating 253 Trade School (unidentified) 3 (1.2%) UC Bound 15 (9.9%) +.2 CSU Bound 56 (22.1%) +3.1 Out of State/Country 30 (11.9%) +4 4 year 111 (43.9%) +1 Community College 126 (49.8%) -1 TOTAL College Bound 237 (93.7%) +1.1 Trade/Specialty School 3 (1.2%) TOTAL Military/Undecided/Work 13 (5.1%) -.7</p> <p>Class of 2015: TOTAL Graduating 231 Trade School (unidentified) 1 UC Bound 18 9.2% CSU Bound 51 25.0% Out of State/Country 27 8.1% 4 year 96 42.3% Community College 117 50.4% TOTAL College Bound 213 92.6%</p>

Trade/Specialty School 4 1.5%
 TOTAL Military/Undecided/Work 14 5.8%

Class of 2013 (235 total) - 4 year IHE total: 38%
 Private/OOS: 108 accepted; 22 attended (9%)
 UC: 82 accepted; 29 attended (12%)
 CSU: 231 accepted; 41 attended (17%)
 Military: 3 enlisted (1%)
 CC/2 YR/Trade: 128 attended (53%)
 Workforce: 7 (2%)
 Undecided: 6 (2%)

Class of 2013: 30% enrolled in a 4 yr (+2%); 40 enrolled in CC or trade school (-1%); 71% enrolled in college;

Class of 2012 (237) - 4 year IHE total: 36%
 Private: 8%
 UC: 9%
 CSU: 19%
 Military: 3%
 CC/Trade: 54%
 Work: 2%
 Und: 5%

Class of 2011 (224) - 4 year IHE total: 40%
 Private: 9%
 UC: 8%
 CSU: 24%
 Military: 1%
 CC/Trade: 55%
 Work: 2%
 Und: 2%

Class of 2010 (208) - 4 year IHE total: 32%
 Private: 6%
 UC: 10%
 CSU: 16%
 Military: 1%
 CC/Trade: 64%
 Work: 1%
 Und: 2%

SAT DATA

Year	CAP Critical Reading % attending 4 year	State CR	CAP Math	State Math	CAP Writing	State Writing	# of test takers	Self reported attending 4 year	Total graduates
2011	493	499	499	515	487	499	120	91	

224		40.63%								
2012	484		495	500	512	492	496		135	86
237		36.29%								
2013	501		498	511	512	500	495		137	92
235		39.15%								
2014	508		498	514	510	503	491		168	110
260		42.31%								
2015	495		495	508	506	487	491		137	96
231		41.56%								
2016	496		491	507	500	489	485			111
253		43.9%								

SAT Exam - 9th-12th students taking the SAT
 2013-14: 219/1,105 (20%)
 SAT Exam -12th grade students taking the SAT
 2012-13: 137/251 (55% of seniors)
 SAT Exam - 11th and 12th students taking the SAT
 2011-12: 112/530 (21%)
 2010-11: 123/521 (24%)
 2009-10: 125/527 (24%)

PSAT Results--Grades 10 & 11

Grade 10 Mean Score: 922 National Tested: 955 State Tested: 955
 Grade 11 Mean Score: 976 National Tested: 1019 State Tested: 1008

ACT Results: Total Tested	English	English State	Math	Math State	Reading	Reading State	Science	Science State	Composite	Composite State	
2012	73	20.1	21.6	20.9	22.8	20.8	22.1	19.9	21.5	20.5	22.1
2013	75	21.5	21.6	22.7	22.8	21.9	22.3	21.7	21.5	22.2	22.2
2014	97	21.9	21.8	22.2	22.8	21.9	22.3	21.1	21.7	21.9	22.5
2015	83	22.4	22.1	23.5	22.7	22.0	22.6	21.7	22.0	22.4	22.5
2016	87	21.1	22.1	22.5	22.7	22.6	22.9	22.6	22.1	22.5	22.6

Findings from the Analysis of this Data:

The number of students matriculating in a 4-year Institution of Higher Learning has increased to over 44%. Over half of the graduates attend a community college or technical school after high school.

Less than a quarter of the juniors and seniors combined take the SAT exam.

The number of SAT takers has stayed the same with the exception of 2014. We have gradually improved our test scores and the test scores are comparable to the state mean. The highest gains are in math scores. 2014 was our highest test takers number and highest test scores received. We anticipate continued increases in the number of students testing and in SAT Test scores. Our Superintendent's support for district-wide PSAT testing for all 10th and 11th graders will assist our school with an emphasis on these scores. Our Counseling team is also very active in supporting the PSAT, SAT, and ACT as admissions tools.

Although our PSAT results (which match district averages) are below state averages, we are hopeful that these scores will increase with student-practice and workshop accessibility. In 2016 we have introduced the Tutoring Center Coordinator position and this new staff member has started workshops. We also introduced SAT Prep workshops during our Academic Support Time on Weds. These workshops will run 6-9 weeks at least 3 times over the course of the school year. In addition, our Counseling team and AVID program continues to support this type of testing with coaching, tips, and workshops.

CHS student ACT scores are close to state averages but this fluctuates from year to year.

College persistence data shows that we have an 81% rate of students enrolling in college in the fall immediately after high school (up from 64% in 2007). From 2013-2014 we have seen a rise in this data from 31% to 48% in terms of students enrolling right away in 4-year institutions. Clearly, the college-bound culture is catching on.

How the School will Evaluate the Progress of this Goal:

The School Site Council, Site Leadership and Administration will monitor the following annually:

- Increased % of students knowing about college requirements/information (student survey by grade level)
- Increased % of students applying and matriculating in 4-year IHEs
- Increased number of students taking the SAT exam

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Map out and implement Naviance and College Application Process activities for all grade levels; including 9th grade-Strength Explorer, 10th grade-Personality Inventory, 11th-Career Interests Inventory, 12th grade-College Lists, Common Application unit & Personal Statement in English</p> <p>Teachers will debrief activities with students and assign follow up assignments.</p> <p>Students will create accounts in 9th grade and use various resources (i.e. Prep Me - SAT Prep)</p> <p>Offering Naviance Training for teachers and families and Naviance resume writing template available for students (currently in Naviance)</p>	Yearlong	Counselors Core Teachers College and Career Advisor	Naviance Account (Global Com)	5000-5999: Services And Other Operating Expenditures	District Funded	5,987
<p>During Spring Programming, counselors review college requirements with all 9-11th grade students. Counselors provide whole-class presentations and meet with students individually. Counselors review A-G requirements and engage students in the college planning</p>	Spring semester	Counselors Core Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
process.						
Senior 101 - Counselors meet with all seniors in the fall to find out college plans and review college application process. Information is documented on a google doc and shared with relevant staff.	September - October	Counselors College and Career Advisor				
Continue to offer grade-level parent meetings in the evening to review college timeline and information. Offer simultaneous meeting in Spanish. Presentation includes college representatives from each system (CC, CSU, UC, P) Work with parent groups to offer college information at meetings (Latino Parent Organization, PIQE, IB Parent Boosters)	Yearlong	Counselors Interpreter (Spanish) Outreach Coordinator Parent Organization Leaders	Outreach Coordinator (Refer to Goal #3)	2000-2999: Classified Personnel Salaries	Title I	
Continue to offer college application and college information workshops during AST, lunch and after school. This should include in-class career assessment (hybrid models of BA+training explored consistent with career pathways model) Add education/training on PSAT & National Merit Scholarships Increased promotion of SAT and ACT including PSAT preparation and continued participation/demystification Communicate with students and parents about college deadlines, requirements and workshops (including a personal statement workshop) through School Loop, email and text (Remind 101) Advertise workshops on School Loop		Counselors			General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
news, student bulletin, marquee, and posters/signs.						
Offer a Career Day (10,11th grade) and Summer Opportunities/ Community Service Fair for students (10th grade) Field Trips specifically focused on college & career (organized by the Career Counselor)	Spring 2015- annually	College and Career Advisor Counselors			General Fund	
Continue to offer College Admissions Day. each grade level takes an exam (PLAN, PSAT , EAP) and engage in one part of the college application process (college app, FAFSA, personal statement)	October	Admin Counselors All teachers College and Career Advisor	Testing Fees (PSAT, PLAN) - Refer to Goal #3	5000-5999: Services And Other Operating Expenditures	District Funded	
Offer Financial Aid workshops to all Seniors. Offer parent workshops in English and Spanish. Encourage all students and parents to participate in District Financial Aid Night.	December - January	College and Career Advisor Counselors			General Fund	
Promote college-going culture in a variety of ways, including, organizing college spirit days, have staff wear college gear, have staff post colleges attended/degrees obtained in offices/ classrooms, post college attendance poster in Cafeteria, post college acceptances on website, and reunite IB alumni with current students in the winter. PIQUE--LPO Parent Education	Yearlong	Student Leadership All Staff Outreach Coordinator	PIQE	5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue to organize college field trips for students, including, Freshman Team students to SFSU/UCB, AVID Norcal/Socal trip, ELD students to CC</p> <p>Increase number and focus of student clubs to connect with service/career pathways/internships</p> <p>Increased participation in extra-curriculars</p>	Yearlong	Counselors FT Teachers AVID Coordinator ELD Teachers	Transportation to field trips	5000-5999: Services And Other Operating Expenditures None Specified	General Fund None Specified	3000

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Connectedness
LEA GOAL:
LEA Plan Goal: 1a, 1b, 5a, 5b, 5c2e, 2f, 5a, 5b, 5c, LCAP/SMUHSD Goal #3: Graduation rates must be increased for all subgroups; chronic absences must be decreased as well (State LCAP Priority #5) LCAP/SMUHSD Goal #3: SMUHSD must develop initiatives and improve academic and socio-emotional supports to reduce suspensions, discipline, and expulsions (State LCAP Priority #6)
SCHOOL GOAL #5:
Increase student and parent involvement in the school community. By graduation, all students will participate in at least one extracurricular activity each school year. Parent membership in school-sponsored parent organizations and activities will increase by 5% per school year.
Data Used to Form this Goal:
2012-2013 (CA Healthy Kids Survey 1. Caring adult relationships 2. High expectations 3. Opportunities for meaningful participation) District-wide School Environment--connectedness 57% of students polled agree or strongly agree that they felt that they were part of this school. 33% Neither agree nor disagree. 66% agreed or strongly agreed that they were happy to be at this school 75% of students polled agree or strongly agree that they "feel close to people at this school." 57% stated that they "feel like they are a part of this school." 82% of students polled indicated that at Capuchino, it is true or "pretty much" true that there is a teacher or some other adult who cares about them. 81% stated that the same applies to adults noticing when are not there, and that 74% of adults listen when they have something to say. * this data--although with a limited sample size of 396, indicates that although we are defined by caring, we can work to improve student connectedness
2011-2012 (CA Healthy Kids Survey: 1. Caring adult relationships 2. High expectations 3. Opportunities for meaningful participation) District-wide School Environment --connectedness <ul style="list-style-type: none"> 40% of freshman felt a high-level, 52% of 9th felt a mid-level 43% of juniors felt a high level, 49% felt a mid-level Community Environment --connectedness <ul style="list-style-type: none"> 72% of freshman felt a high-level, 24% of 9th felt a mid-level 70% of juniors felt a high level, 24% felt a mid-level School-Wide School Environment --connectedness <ul style="list-style-type: none"> 32% of freshman felt a high-level, 55% of 9th felt a mid-level 42% of juniors felt a high level, 49% felt a mid-level 24% of Latino 9th graders felt a high level; 44% of Latino 11th graders felt a high level

- 46% of White 9th graders felt a high level; 40% of White 11th graders felt a high level
- Community Environment –connectedness
- 68% of freshman felt a high-level, 26% of 9th felt a mid-level
 - 67% of juniors felt a high level, 28% felt a mid-level
 - 58% of Latino 9th graders felt a high level; 67% of Latino 11th graders felt a high level
 - 76% of White 9th graders felt a high level; 72% of White 11th graders felt a high level

2011-12 CA Healthy Kids Survey Data

I feel like I am part of this school. 62% SA/A-9th; 59% SA/A-11th

I am part of clubs, sport teams, church/temple, or other group activities. 66% 9th; 65% 11th

2011 WASC Student Survey Data

CHS offers programs for students that help them succeed. 74% SA/A

Do you feel your (curricular & extra-curricular) accomplishments are recognized at Capuchino? 42% Yes

Do you feel there is a group of peers at Capuchino with whom you connect? 76% Yes

Do you feel there is one adult on campus with who you can openly communicate? 64% Yes

In what areas do you feel you need support? 1st: Academic Support; 2nd: Emotional; 3rd: Financial; 4th: Familial; 5th: Connections with Cap Community

Truancy Rates

2009-10 33%

2010-11 25%

2011-12: 25%

2012-13: 21%

2013-14: 57% *District level rose to 3 or more tardies (vs 14+)

2014-15: 64%

Suspensions:

2008-09 159

2009-10 118

2010-11 115

2011-12 131

2012-13 91

2013-14 72

2014-15 38

2015-16 35

Expulsions:

2008-09 8

2009-10 11

2010-11 10

2011-12 1

2012-13 16

2013-14 7

2014-15 5

2015-16 5

Graduation Rate:

Class of 2015: 232/250 or 93% (Latino 86%, White 97%, Filipino 96%, Pac. Islander 92%, EL 87%, SPED 86% SED 89%; Source CDE)
 Class of 2014: 264/274 or 96% (Latino 94%, White 100%, Filipino 94%, Pac. Islander 100%, EL 89%, SPED 90% SED 97%; Source CDE)
 Class of 2013: 240/249 or 96% (Latino 97%, White 98%, Filipino 96%, Pac. Islander 93%, EL 89%, SPED 94% SED 95%; Source CDE)
 Class of 2012: 235/268 or 88% (Latino: 88%, White, 89%, Filipino 90%, Pac Islander 78%; EL 83%, SPED 78% SED 90%; Source CDE)
 Class of 2011: 228/247 or 92% (Latino: 89%, White, 94%, Filipino 92%, Pac Islander 89%; EL 87%, SPED 88% SED 88%; Source SMUHSD)
 Class of 2010: 208/258 or 81% (Latino: 81%, White, 88%, Filipino 74%, Pac Islander 61%; EL 67%, SPED 71% SED 74%; Source SMUHSD)

Fall of 2015 student survey data (474 responses):

What grade are you currently in?

9 127 26.8%
 10 133 28.1%
 11 107 22.6%
 12 107 22.6%

What is your ethnicity?

White	134	28.3%
Black or African American	5	1.1%
Asian	85	17.9%
Pacific Islander	43	9.1%
Latino or Hispanic	128	27%
Multi-ethnic or other	79	16.7%

Which of the following apply to you. Select all that apply

Enrolled in any IB class	279	58.9%
Qualify of our Free/Reduced lunch program	124	26.2%
Enrolled in a Directed Studies class	65	13.7%
Receive one on one peer tutoring	34	7.2%
Attend after school tutoring in the library	84	17.7%

Is there at least one adult on campus you can go to when you need help with a personal or academic problem?

Yes 380 80.2%
 No 94 19.8%

Do you feel like you have a good friend or set of friends at school?

Yes 443 93.5%
 No 31 6.5%

Are you currently involved in any extra-curricular activities? If so, which ones? (you can check more than one)

Clubs 122 26.1%
 Music 55 11.8%
 Sports 237 50.7%
 Leadership 25 5.4%
 Arts/Drama 39 8.4%
 Community Service 91 19.5%
 Dance 31 6.6%
 Cheer 15 3.2%
 Yearbook/Journalism 14 3%

Peer Helping 32 6.9%
Other 65 13.9%
None of the Above 107 22.9%

Which of the following prevent you from participating in extracurricular activities:

Homework 329 69.4%
IB course load 107 22.6%
Transportation challenges 82 17.3%
Family obligations 125 26.4%
Work 66 13.9%
Financial challenges 52 11%
No time 191 40.3%
No challenges 59 12.4%
Other 48 10.1%

What school events outside of your own activities do you attend?

Sporting events 313 66%
Plays/musicals 151 31.9%
Club-based activities & fundraising 82 17.3%
School music concerts 76 16%
Dance shows 124 26.2%
Art shows/gallery events 36 7.6%
Peer tutoring 19 4%
Other study groups 44 9.3%
Other 71 15%

On a scale of 1 to 5, how much stress have you experienced over the past few weeks?

Not stressed at all 16 3.4%
Slightly stressed 68 14.3%
Moderately stressed 145 30.6%
Very stressed 125 26.4%
Extremely stressed 120 25.3%

Please select the three biggest causes of academic stress for you:

Homework 379 80%
Tests/quizzes 336 70.9%
Competition with or comparing yourself to peers 117 24.7%
Can't follow/don't understand the material 157 33.1%
Family pressure 141 29.7%
Time management - trying to balance all the things I need to do each day 278 58.6%
Lack of family support 44 9.3%
Pressure to get into a good college 198 41.8%
Option 9 20 4.2%
Other 47 9.9%

Findings from the Analysis of this Data:

Students start off high school less connected to school, then rates gradually increase by 11th grade. Students feel a higher degree of connectedness in extra-curricular activities. Latino 9th grade students felt less connected to school compared to White students. Latino students feel more connected to school and extracurricular activities by junior year. Two-thirds of the student body are involved in school outside of the classroom. Truancy rates have fluctuated throughout the years, with an increase shown in terms of district benchmarks. We continue to reduce extended absences and SARB challenges through intervention counseling. Suspension and expulsion data has shown decreased numbers overall but we need to explore special population data. Graduation rate has remained fairly constant in the last few years.

In addition to Healthy Kids Survey Data which is not annual, students are experiencing anxiety & depression at higher rates than anticipated. Our district has intervened with specific support systems including two MFTTs per site and a supervisor for each pair of school site. District wellness efforts, anti-bullying campaigns, and improved extracurricular opportunities are concrete support systems for students. After school peer tutoring and the emergence of an after school academic support program in the Library has supported student grade success. Now we look forward to measuring specific interventions in terms of student wellness and outlook. The SMUHSD will be training site administrators on survey design and implementation for more site-specific interventions.

Data from a more recent student survey is limited to under 500 responses; however, it reveals that students are experiencing a great deal of stress, and that according to the students themselves, homework, tests, confusion about expectations, and challenges with time management are major factors involved in the development of this stress.

Currently to increase student and parent contentedness, we are:

- Daily announcements + daily bulletin (better communication)
- using a variety of outreach and support means for parents, students, and ELAQ, PIQE, LPO, School loop, BTSN, Career-Counselor, Peer Tutoring Program, SST, increased visibility in community (art, drama, etc.), SSA, Parent Outreach Coordinator
- Flex Days, Wellness Wednesday, Mental Health YMHFA Teacher training
- Grade Level Teams, Open House -Bigger Theater Productions

How the School will Evaluate the Progress of this Goal:

The School Site Council, Site Leadership and Administration will monitor the following annually:

- Increase in graduation rates
- Increase in extracurricular participation (clubs, programs, sports, social events)
- Increase or maintain academic eligibility for extracurricular participation
- Decrease in disciplinary transfers/expulsions
- Decrease in truancy rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to showcase Capuchino's academic and extra-curricular programs to incoming 9th graders (Eighth Grade Family Night, 8th Grade Shadowing, School Tours, Articulation Presentation at middle schools)	November - March	Admin Counselors Program Coordinators				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer Freshman Orientation to welcome new students before the start of the school year.	August	Student Activities Director Student Leadership	Orientation Materials	None Specified None Specified	None Specified General Fund	3000
Continue to offer services through School Safety Advocate. Continue "Kid Talk" forum to discuss students' emotional, social and academic needs. Develop support groups that target specific student subgroups (CALM, Latino/a students) Addition of Attendance Counselor/ Intervention Specialist position Addition of After School Coordinator who runs academic and enrichment workshops after school.	Yearlong	School Safety Advocate Counselors SPED DC APs Dean				
Implement Freshman Team school involvement requirement. Implement Sophomore Team Community Service Requirement.	Yearlong	FT & ST Teachers				
Continue to offer Challenge Day at least once a year for sophomores. Plans for 2017 is to bring Challenge Day in house and have it run by our Wellness Counselors and Student Leadership.	Fall semester Spring semester	School Safety Advocate ST teachers	Challenge Day Presenters	5000-5999: Services And Other Operating Expenditures	General Fund	3500
Continue to offer Student Leadership Rallies and Spirit Weeks that are inclusive of all students. Celebrate student diversity and accomplishments through rallies, events, celebrations, Mustang News, etc.	Yearlong	Student Activities Director Club Advisors AP				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Articulation with community college & middle schools for vertical alignment of goals and requirements for increased success and matriculation.	Yearlong			None Specified	None Specified	
Encourage parent participation through parent meetings, special presentations, surveys, family socials, cultural events and volunteering opportunities. Include parents in Flex Day supervision/participation. Continue to reach out to Latino families through LPO, PIQE, and ELAC.	Yearlong	Outreach Coordinator AP Booster reps Counselors	PIQE Fees Outreach Coordinator - Refer to Goal #3 Meeting Refreshments (ELAC)	5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title III Immigrant Education Program Title I Title III Immigrant Education Program	10,000 300
Continue to promote elective programs and extra-curricular activities through, counselor presentations, Electives showcase day, School Club Fair, Citizenship Talks, Mustang News, etc. Develop a Block Letter program for non-athletic program participation.	Yearlong	Counselors Dept Chairs Student Leadership Admin				
Continue to participate in Counselor Watch to identify specific needs of incoming 9th graders	Spring semester	Counselors				

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

VI. Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	5,000.00
5000-5999: Services And Other	District Funded	5,987.00
2000-2999: Classified Personnel	General Fund	45,258.00
5000-5999: Services And Other	General Fund	6,500.00
None Specified	General Fund	3,000.00
1000-1999: Certificated Personnel	LCAP Supplemental	8,500.00
5000-5999: Services And Other	Other	7,500.00
5800: Professional/Consulting Services	Title III	10,000.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	300.00
5000-5999: Services And Other	Title III Immigrant Education Program	10,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	10,987.00
General Fund	54,758.00
LCAP Supplemental	8,500.00
Other	7,500.00
Title III	10,000.00
Title III Immigrant Education Program	10,300.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Object Type

Object Type	Total Expenditures
	5,000.00
1000-1999: Certificated Personnel Salaries	8,500.00
2000-2999: Classified Personnel Salaries	45,258.00
4000-4999: Books And Supplies	300.00
5000-5999: Services And Other Operating Expenditures	29,987.00
5800: Professional/Consulting Services And Operating	10,000.00
None Specified	3,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,500.00
Goal 2	35,700.00
Goal 3	23,058.00
Goal 4	18,987.00
Goal 5	16,800.00

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	273	267	263	259	263	255	96.3	97
All Grades	273	267	263	259	263	255	96.3	97

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2631.8	2638.8	34	36	39	38	17	16	11	9
All Grades	N/A	N/A	34	36	39	38	17	16	11	9

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	38	31	47	55	16	14
All Grades	38	31	47	55	16	14

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	53	54	36	36	11	9
All Grades	53	54	36	36	11	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	24	65	66	12	10
All Grades	23	24	65	66	12	10

Research/Inquiry						
Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	47	54	45	41	8	5
All Grades	47	54	45	41	8	5

Conclusions based on this data:

- 1.

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	273	267	265	261	256	257	97.1	97.8
All Grades	273	267	265	261	256	257	97.1	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2604.9	2609.0	18	18	22	26	28	28	28	28
All Grades	N/A	N/A	18	18	22	26	28	28	28	28

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	30	30	39	35	31	35	
All Grades	30	30	39	35	31	35	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	25	26	50	50	25	23
All Grades	25	26	50	50	25	23

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	29	56	55	21	16
All Grades	23	29	56	55	21	16

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	807	817	729
Percent with Prior Year Data	99.9	99.5	100
Number in Cohort	806	813	729
Number Met	561	518	465
Percent Met	69.6	63.7	63.8
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	319	547	296	579	312	497
Number Met	107	332	96	338	85	276
Percent Met	33.5	60.7	32.4	58.4	27.2	55.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	91	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	22	42	25	37	40	39	30	15	28	6	1		5	2	9
10	17	16	28	39	36	46	22	27	13	13	7	5	9	16	8
11	17	22	7	27	42	31	25	22	31	19	6	10	13	8	21
12	22	9	14	39	22	34	22	28	24	4	6	7	13	34	21
Total	19	27	20	35	36	38	26	21	24	11	4	5	9	12	13

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

It is a frequent practice to examine the results of the IB exams, & CELDT, to monitor the progress of students, including student groups. Starting in 2015, we will also include the results of the Smarter Balanced Assessments for Grade 11. (Monitoring Bodies include: Site Admin, School Leadership Team, Department Chairs, Departments, Whole-Staff, School Site Council).

In addition to these external measures, all teachers within their PLC structure are expected to create common assessments and come lessons to ascertain the levels of student proficiency. All teachers utilize the same Student Work Protocol developed out of our partnership with our literacy coach out of UC Berkeley.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In addition to these external measures, all teachers within their PLC structure are expected to create common assessments and common lessons to ascertain the levels of student proficiency. All teachers utilize the same Student Work Protocol as a part of the Cycle of Inquiry and this process is facilitated by our site TOSA's and literacy coaches.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All general education and Special Ed teachers are Highly Qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Not applicable

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Professional development is guided by collaboration and investigation. Colleagues will collaborate both within and across departments, and use data about student performance and instructional practice to increase student achievement. Data will be analyzed collaboratively to continuously improve and refine practices.

PD Plan for 2015-2017 includes:

Why: We have spent the last few years training and learning around the following topics in response to the demands of CCSS: Academic Language and Literacy, Depth of Knowledge, Formative Assessments and Instructional Technology. This year we will shift to see evidence of these strategies in every classroom so that students equitably benefit from these practices across our campus.

School-Wide Learning Targets: This is what we want our students to be able to do (Essential Student Skills):
For college and career readiness, both Common Core and IB require students to be able to critically think, problem solve, formulate arguments, research, write, and demonstrate these skills on performance based assessments. The CCSS assessments and performance tasks also require students to interact and leverage technology to demonstrate their learning.

What Should Be Visible in Each Classroom (the Non-Negotiable)?

1. Learning Targets for Students (as a measure of a formative assessment)
2. Learning Targets with Gradation for Summative Assessments (a work in progress)

Instructional Strategies to be included in Lesson Design:

1. Explicit Instructional Techniques for Academic Language and Literacy (Structured Oral and Written Language Strategies).
2. Formative Assessments that allow for student reflection on their performance and their progress.
3. Instructional Technology tools to facilitate student engagement and learning.

Professional Learning Communities:

In order to improve student learning and successfully teach the skills inherent in the Common Core teachers will reflect, investigate, experiment and modify their instructional practice based on the results of student performance. This process happens within the PLC construct as teacher teams convene frequently to examine instructional practice in transparent and authentic settings to support teacher and student improvement. (adapted from PLC Standards)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Goals for PLC Groups:

To implement CCSS curriculum and assessments.

To engage in full cycle of inquiry, emphasizing student work analysis, reflection and identifying next steps, including modifying lessons for re-teaching.

To design lessons that have a specific emphasis on Academic Language, Formative Assessments and Instructional Technology.

Establish Learning Targets and Gradation

Additional emphasis on Structured Oral Talk

TOSA's and PLC facilitators are the instructional facilitators for PLC Groups. This model also relies on teacher expertise and sharing of best practices.

8. Teacher collaboration by grade level (EPC)

All teachers participate on a PLC with a course-alike teacher. Teachers also have the option to collaborate vertically or across the disciplines, or with colleagues from district schools (for specialized programs).

Freshman & Sophomore Teams - interdisciplinary team of core academic teachers: Math, Science, English and History share a common prep period during which they collaborate on student support and common academic practices.

SES , English, Math and SAS teachers collaborate on a frequent basis on campus and at the district level.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

English and mathematics departments are in the process of aligning curriculum to the CCSS and have identified essential standards for alignment. Several pilots are in motion in math and English.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All students in 9th and 10th grade receive at least the equivalent of 55 minutes per day in mathematics and language arts instruction.

11. Lesson pacing schedule (EPC)

Pacing guides are in place for English 1-2 and 3-4 as well as Algebra 1-2 to support the work of the teachers who instruct Strategic English Support classes in grades 9 and 10 and for Algebra support classes across the district.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

The district provides standards based instructional materials to all students. Students with special needs including Special Ed, EL, and other academically challenged students also access supplemental materials and technologies to support their access to the core curriculum.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Standards aligned materials are used in all content areas and specifically in the SAS 9 and 10 classrooms and Algebra Support classes where strategic interventions take place.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Present course offerings to help under performing students meet standards include Strategic or Intensive English Support for 9th and 10th grade students, Algebra Support for all students in need of support to pass Algebra 1-2. We also offer Guided Studies, which is an intervention class that supports students social-emotional and academic needs. To assist students in making up credits, juniors and seniors have the option to take OSCR- our online credit recovery program in English, History and Math. Tutorials are also available to students at lunch and after school.

15. Research-based educational practices to raise student achievement at this school (NCLB)

College and Career Knowledge (David Conley)
Professional Learning Communities (work with Eric Twadell of Solution Tree)
Best Practices for developing Students Self-Management Skills (work with Denise Pope, out of Challenge Success)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

CHS offers strategic support classes to increase learning time for students performing below grade-level or that lack grade-level standards proficiency. The strategic support classes that CHS offers are ninth grade Strategic or Intensive Algebra Support, ninth grade Strategic or Intensive English Support and tenth grade Strategic English Support.

All students have Academic Support Time embedded into the school day on Wednesdays for 30 minutes. Students are able to make up work, visit a teacher for help, study, or work on long-term projects.

17. Transition from preschool to kindergarten (Title I SWP)

NA

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

School Safety Advocate
Parent Outreach Coordinator
After-School Tutoring and Homework Center (and Coordinator)
AVID Program
College Admissions Day
Counseling Department Grade Level Parent Meetings
Freshman & Sophomore Teams
Lunch Time Math Tutoring
Monitoring of ELs by ELD Assistants
Co-taught model in mainstream classes with SPED Teachers
PIQE - Parent Institute for Quality Education
Guided Studies for 9th,10th, 11th grade at-risk students
Ongoing Professional Development for Faculty (Academic Language and Literacy, Formative Assessments, Instructional Technology, Common Core)

19. Strategies to increase parental involvement (Title I SWP)

Freshman Parent Nights
Counseling Parent Nights - all grade levels
Latino Parent Organization meetings
ELAC meetings
IB Parent Tours
School Tours
PTO and Booster Clubs meetings
PIQE training
Special workshops for parents
Use of Schoolloop to inform parents on Attendance and Academic Standing

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Site Council
Department Chair Meetings
Parent Teacher Organization
Latino Parent Organization
English Learner Advisory Council
Student Leadership

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

After-school tutoring (LCAP, Title III)
Professional Development (Admin, LCAP, Title II, Title III)
Outreach Coordinator (Title I)
Instructional Aides (General Fund)
EL Specialists (General Fund)

22. Fiscal support (EPC)

See Appendix D

Appendix C - 2016-17 Categorical District Services Budget

	Title I	Title II	Title III	LCAP Supplemental	Other
Allocation	\$40,582	\$1,500	\$11,171	\$67,758	\$20,000
Carryover					
Amount to Central Services					
Total	\$40,582	\$1,500	\$11,171	\$67,758	\$20,000

2016-17 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION						
Object Code	Description of Services	Title I	Title II	Title III	LCAP Supplemental	Other
1000	Certificated	\$2,000	\$1,245		\$7,500	
2901	ELD Specialist/Instructional Aides	\$19,005		\$8,00	\$35,101	
2902	Other Classified Support				\$7,772	
3000	Benefits	\$12,077	\$255	\$3,171	\$17,385	
4000	Instructional Supplies			\$1,500		
5000	Professional Development Support	\$7,500				\$20,000
5000	Other Services					
	TOTALS	\$40,582	\$1,500	\$11,171	\$67,758	\$20,000

Appendix D – Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Increasing the success rate of students in various groups in the IB Program, including an increase in the IB Diploma rate

Increasing the number of students who are A-G eligible to enroll in a 4-yr college

Increasing the number of students succeeding in the SBAC assessment and participating in the SAT & ACT exams.

Increasing student and parent connectedness to the school community

Identify the major expenditures supporting these priorities.

General Fund, Title II, Title III, LCAP

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Teacher PD and PLC work

Counseling Initiatives, including Wellness

Implementation of support programs and courses

Parent Outreach initiatives

Common Core State Standard Alignment and articulation

Hosting Additional Student Activities (including rallies, intramurals, lunch time activities, dances, clubs, sports, community service requirement)

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Backwards mapping to IB and Common Core in all departments (ongoing)

PLC's and the Cycle of Inquiry as a process to improve instruction

Examination of grading practices

What specific actions related to those strategies were eliminated or modified during the year?

We are slowly introducing and requiring teachers to develop Gradation for their Summative Assessments, this is based on feedback from teachers.

Identify barriers to full or timely implementation of the strategies identified above.

PD and PLC time

Access to technology

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Focused Agendas for PLC teams

Identify one PLC to work with for the year

Use of TOSA's to serve as a resource for PLC teams, added Instructional Coaches (2) to support teachers on the Evaluation Cycle.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

No apparent lack--just not ideal to have some barriers.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Teacher collaboration and alignment of curriculum/teaching practices including release time for departments/PLC's

Utilization of TOSA's and literacy coaches to support professional development

PD on highly effective PLC's, including a special emphasis on looking at student work to guide instructional shifts

Continuation of IB training for teachers

Administrators trained with EL Achieve and SMCOE-Common Core Series

Instructional Coaching Model for teachers on the evaluation cycle

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Initiatives are not yet reaching all of our student groups.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

X Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

- X Continuing it with the following modifications:
Examining performance of specific groups. Targeted PD for reaching these groups.

Involvement/Governance

How was the SSC involved in development of the plan?

In meetings, SSC examined and discussed data. The SSC were organized in smaller groups that analyzed disaggregated data and provided insight. Findings were discussed as a group. Goals and actions were proposed by SSC, reviewed by the School Leadership team with input and then ultimately approved by SSC.

How were advisory committees involved in providing advice to the SSC?

The SPSA goals were presented at ELAC, PTO, and department chairs meetings. Groups were asked to provide feedback on the goals and action items. The SSC worked in break out sessions with the various community stakeholder representatives including teacher, student, parent and administrative representatives.

How was the plan monitored during the school year?

The SSC examined data over the year, as it became available.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Continued exposure and education to our parent groups about academic goals and challenges within the school to meet those goals.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Goal #1a - no particular ethnic group dropped below 10% in the IB Program. We found an increase in equity for the program corresponding with demographics.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Goal 1b - percentage of students who begin an IB course and complete the course with at least a C will stay at 90% or better (88%)

Goal 1c - the number of students receiving a 4 or above on the IB exams will increase by 5%

Goal #2 - the number of graduates meeting A-G Eligibility will increase by 5%

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

All strategies implemented.

Based on this information, what might be some recommendations for future steps to meet this goal?

Continue to align courses, curriculum, teaching practices and assessment methods.

Continue to examine student groups and determine ways to reach students.

Appendix E - Recommendations and Assurances (Capuchino High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):
School Site Council

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 11/28/2016

Attested:

Shamar Shanks

Typed Name of School Principal

Signature of School Principal

Date

Andrea Gould

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

X Original signature on file (date: 12/1/2016)

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

As a student I will:

Believe that I can learn and will learn.

Read for at least 30 minutes, five days a week.

Come to class on time, ready to learn and with assignments completed.

Set aside time every day to complete my homework.

Know and follow the school and class rules.

Regularly talk to my parents and my teachers about my progress in school.

Respect my school, classmates, staff, and family.

Ask for help when I need it.

Parents Pledge:

As a parent/guardian or family member I will:

Talk to my child regularly about the value of education.

Communicate with the school when I have a concern.

Monitor TV viewing and make sure that my child reads every day.

Make sure that my child attends school every day, on time, and with homework completed.

Support the school's discipline policies

Monitor my child's progress in school.

Ask for support when needed

Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.

Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.

Participate in school, home, and community-sponsored activities

Participate in shared decision making with school staff and other families for the benefit of students.

Respect the school, staff, students, and families.

Staff Pledge:

As a teacher I will:

Provide high-quality curriculum and instruction.

Communicate high expectations for every student.

Endeavor to motivate my students to learn.

Teach and involve students in classes that are interesting and challenging.

Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

Communicate regularly with families about their child's progress in school.

Provide assistance to families on what they can do to support their child's learning.

Participate in shared decision making with other school staff and families for the benefit of students.

Respect the school, staff, students, and families.

Appendix G - School Site Council Membership: Capuchino High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Shamar Shanks	X				
Scott Kuchenig		X			
Alicia Vosberg		X			
Andrea Gould		X			
Stacy Kratochvil		X			
Katherine Lloyd			X		
Sanita Thomas				X	
Ana Ramirez				X	
Brennan Mahon					X
Richmiel Dela Torre					X
Helen Hang					X
Margarita Navarro - non-voting			X		
Joe Hudelson, Chair - non-voting			X		
Leticia Martinez (ELAC)				X	
Maura Avelar				X	
Numbers of members of each category	1	4	3	4	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.