

# **The Single Plan for Student Achievement**

## **Capuchino High School**

School Name

**4130738**

CDS Code

Date of this revision: 5/7/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. 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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## **San Mateo Union High School District**

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, 12% Asian, 22% Caucasian, 10% Filipino, 50% Latino, 5% Pacific Islander, and 1% Other. Total student enrollment is 1178. The Class of 2018 is approximately 300 students.

- 34% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 52% speak a language other than English
- 9% receive Special Education services
- 14% 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. The science building will undergo renovation in the summer of 2018, designed through the collaborative efforts of teachers, architects, and district personnel.

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 2017 Capuchino High School

##### Overall Scores

##### % Met & Exceeded Standards

Exam/No of S taken	Capuchino	SMUHSD	SMCounty	CA
ELA				
73% (-1)	77% (-3)	70% (+4)	60% (+1)	
Math				
43% (-1)	56% (0)	43% (-1)	32% (-1)	

3. During the 2017-2018 school year, Capuchino continued to reflect on school improvement efforts and progress. Evidence collected and discussed through Focus Groups helped shape WASC Goals, which went through multiple iterations of revisions based on feedback from the staff and the School Site Council. In the spring of 2018, the WASC Visiting Committee conducted a three-day visit which included classroom visits and interviews of staff, students, and community members. Their recommendations cover schoolwide areas of strengths as well as critical areas for follow up. Their recommendations have led to continued staff reflection and action planning, including collaborative examination and creation of shared beliefs, commitments, and a teaching and learning framework that is deeply rooted in the IB Learner Profile, to strengthen the school's identity as an IB School.

#### 4. AYP Criteria (2014-2015)

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

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

5. CELDT Results (2016-2017) - Out of 125 students assessed, 39% of ELs have reached Advanced or Early Advanced on the CELDT; 38% of students have met CELDT Criterion (-17% from 2015-2016), 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 (2016-2017)

AMAO: 55 out of 93 English Learner students (59%) gained one performance level of growth on CELDT. Of the 185 CELDT takers and Reclassified students, 83% made progress at learning English, as measured by the English Learner Progress Indicator (ELPI) on the California State Dashboard.

### 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 October 2017. 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 were developed for more comprehensive examinations of school life--these were used for the WASC preparations for the 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 collaborated weekly and conducted student study meetings as a mechanism to reflect and share best practices. For 2017-18, PLCs have analyzed student work of Long-Term English Learners, using student work protocols. Teaching in the full evaluation cycle worked with instructional coaches to develop SMARTE 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. 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. Administrators conducted informal walk-throughs as well as formal observations of teachers 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 2017-2018 PD Plan includes:

Focus: Learning Targets & Gradation: Laying the groundwork for Effective Instruction and Assessment Practices

Why:

For effective instruction and assessment, the expectations for learning must be clear to the teacher and to the student. Effectively implementing Learning Targets with Gradation allows for transparency in the learning objectives and identifies student performance levels, thereby, empowering a growth mindset in students because they are able to articulate where they are in the learning process. Learning Targets, therefore, become an integral part of lesson design, assessment and effective instructional practice.

What:

1. Proficiency Based Learning Targets (PBLT):

\* Targets must be based on proficiency. Targets must be measurable. Targets must represent a Gradation of learning.

Example of PBLT: I can effectively explain the social, economic and political causes of WWI in a 5-paragraph written analysis.

Example of PBLT: I can identify rotated, reflected, and translated figures by accurately graphing on a coordinate grid.

2. Gradation:

\* What does a quality product look like in the end? How will I measure proficiency?

Examples: Show students exemplary student work. Show students rubrics. Have students deconstruct exemplary v. mediocre work.

District PD covers Constructing Meaning (CM) framework and strategies, Canvas

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. 2018 WASC Visiting Committee recommended the implementation of PBIS and restorative justice practices, school-wide focus on the development of IB Learners, planning time for Special Education teachers, and focused intervention for freshman and sophomores who earned D/F grades.

## **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.

For the 2017-2018 school year, we have continued to communicate Learning Targets to students and using the concept of Gradation to make learning visible. New teachers attended the Constructing Meaning institute and have embedded language goals in support students to demonstrate proficiency of Learning Targets. A group of teacher leaders attended standards-based grading conference. The Algebra 1 PLC continues to deepen their standards-based practices through collaboration and reflective fine-tuning.

CHS has close to 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. 2017-2018 was the first year when we could not guarantee a 7-period course load for all freshmen.

An additional barrier is working with students to satisfy A-G eligibility requirements. We have 60 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 student performance 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:

<b>SUBJECT: IB Program</b>
<b>LEA GOAL:</b>
<p>LCAP/SMUHSD Goal #1: SMUHSD will provide high quality teaching and learning environment to all students.</p> <p>LCAP/SMUHSD Goal #2: SMUHSD will increase academic expectations and performance to create college- and career- ready students, and measure and develop our work in this regard, especially as regards to our subgroup achievement gaps.</p>
<b>SCHOOL GOAL #1:</b>
<p>1.1 The percentage of students per ethnic group enrolled in IB courses will reflect the ethnic make-up of the school, and Latino students are not under-represented by more than 5%.</p> <p>1.2 The percentage of students in underserved socioeconomic group (as measured by parent education) enrolled in IB courses will reflect the group's percentage within the school's population.</p> <p>1.3 The percentage of students who complete an IB course with at least a C grade will remain at 90% or better.</p> <p>1.4 The percentage of students receiving a 4 or above on the IB Exams will increase by 5%.</p> <p>1.5 More than 70% of our juniors &amp; seniors will take at least one IB course before they graduate.</p>
<b>Data Used to Form this Goal:</b>
<p>Total Students in IB - 11th &amp; 12th grades  2017-18: 391 (67%)  71% of Juniors enrolled in at least 1 IB course  64% of Juniors enrolled in at least 1 IB course  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>2017 IB Spring Assessments: 218 testers (majority seniors)  476 Subject Test  18 Diploma Candidates/ 10 received IB Diploma  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>

IB Students per ethnic groups enrolled in IB - 11th and 12th grades

2017-18: Latino 47%; White 21%; Filipino 12%  
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%  
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)

2017-18: L 47% vs. 49%; W 21% vs 22%; F 12% vs 9%  
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.

2016-17: 92% of IB students received a C or better in their IB course.  
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%.

2017: 476 exams taken, 54% earned 4+ (World Percentage 4+: 81%)  
2016: 475 exams taken, 313/475 earned 4+ (66%) (World Percentage 4+: 81%)  
2015: 418 exams taken, 241/418 earned 4+ (58%) (World Percentage 4+: 82%)  
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 19%. The number of Whites enrolled in IB classes has decreased by 16% and increased for Filipinos by 3%. This is consistent with the enrollment trend of Capuchino. The Latino population has grown by 16% in the last eight years. The number of White students enrolled at Capuchino has decreased by 11%. 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% 2 years ago.

There is a slight difference among Whites in IB and total school enrollment this year (1% under-representation).  
The Filipinos population in IB is now over-represented by 3%.

For 2017-2018:

The percentage of students in the IB program has leveled out at about 67%.

The number of Latino students in the IB program has continued to increase, going up to 47% compared to 46% last year. We would like to examine IB enrollment representation of other historically underserved groups.

As we promote open access to the IB curriculum, the 12% dip in the percentage of students earning a 4 or above on IB exams speaks to the need for more vertical alignment so that students come in to the IB course with more preparation and foundational skills.

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.:

The number of IB Diploma candidates has fluctuated, with just 10 of 18 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. Because of the intense work required for IB Diploma, and the stress and anxiety the track may induce in students, we decided that it would be more beneficial to promote IB course enrollment instead of continuing with the schoolwide push for more Diploma Candidates.

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 2013-2014 school year. Our school and district is committed to increasing the number of IB candidates each year by 10%.

#### **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 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 IB Learner Profile and skills will define this next stage of action steps	2017-19	Teachers IB Coordinator TOSA Admin	Collaboration Time - Early Release Time (Thursdays) IB Training	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	General Fund  General Fund	
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	2017-19	IB Teachers	.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.	2017-19	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  2000-2999: Classified Personnel Salaries  1000-1999: Certificated Personnel Salaries	General Fund General Fund General Fund	
Off-set IB exam fees for eligible students.	2017-19	IB Coordinator IB Assistant	Exam Fees (IB Budget)	5000-5999: Services And Other Operating Expenditures	General Fund	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	2017-19	AVID Coordinator	Collaboration Time Meetings	1000-1999: Certificated Personnel Salaries	General Fund	
Encourage students to enroll in IB courses during counseling department programming.	February and March	Guidance Counselors	Classroom Presentations	1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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</p> <p>Core departments will be sent a student recommendation document for inputting their recommendations for each student</p>	Late January and early February	Guidance Counselors with core departments asking their student recommendations	Consider renaming early IB classes as Pre-IB 10th Grade Shadows of IB Students			
Market the IB brand through Peninsula outreach and expanded school tours.	2017-19		IB tours for elementary, middle and high school principals			
Provide more information for students to demystify the IB experience and the IB Diploma program.	2017-19		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	2017-19		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 student performance 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:

<b>SUBJECT: A-G Course Completion</b>
<b>LEA GOAL:</b>
<p>LCAP/SMUHSD Goal #1: SMUHSD will provide high quality teaching and learning environment to all students.</p> <p>LCAP/SMUHSD Goal #2: SMUHSD will increase academic expectations and performance to create college- and career- ready students, and measure and develop our work in this regard, especially as regards to our subgroup achievement gaps.</p>
<b>SCHOOL GOAL #2:</b>
<p>2.1 Overall student A-G eligibility will increase from 60% to 65%</p> <p>2.2 Latino students' A-G eligibility will increase from 50% to 55%. English Learners' A-G eligibility will increase from 38% to 43%. The percentage of students in Special Education who are A-G eligible will increase from 13% to 18%. Students who are socioeconomically disadvantaged will increase A-G eligibility from 43% to 48%.</p> <p>2.3 In 9th grade, increase the percentage of students in underserved groups (i.e., Latino, English Learner, SPED, Socioeconomically Disadvantaged) with a "C" or better in English 1, Algebra 1, and Physics by 5%.</p> <p>2.4 Increase graduation rate from 93% to 96%</p>
<b>Data Used to Form this Goal:</b>
<p>A-G Eligibility:</p> <p>Class of 2016: out of 269, 60% (Latino: 50%, White 66%, Filipino 80%, Pac Islander: --%; EL 38%, SPED 13%, SED 43%; 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: out of 270, 94% (Latino 92%, White 96%, Filipino 100%, Pac. Islander --%, EL 88%, SPED 83% SED 89%; Source CDE)</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>Student Achievement Data: 9th/10th Grade Teams</p> <p>Fall of 2017 Semester Data</p> <p>93% 9th graders enrolled in teams; 16% 9th graders received 1+ F's; 63% of 9th graders receiving 1+ F's are boys; 37% of 9th graders receiving 1+ F's are girls; 65% of 9th graders receiving 1+ F's are Latino; 16% 9th graders receiving 1+ F's are White; 6% 9th graders receiving 1+ F's are Pacific Islander</p>

92% 10th graders enrolled in teams; 14% 10th graders received 1+ F's; 57% of 10th graders receiving 1+ F's are boys; 43% of 10th graders receiving 1+ F's are girls; 62% of 10th graders receiving 1+ F's are Latino; 16% 9th graders receiving 1+ F's are White; 8% 9th graders receiving 1+ F's are Pacific Islander  
 Fall of 2016 Semester Data  
 94% 9th graders enrolled in teams; 18% 9th graders received 1+ F's; 60% of 9th graders receiving 1+ F's are boys; 40% of 9th graders receiving 1+ F's are girls; 71% of 9th graders receiving 1+ F's are Latino; 18% 9th graders receiving 1+ F's are White; 4% 9th graders receiving 1+ F's are Pacific Islander  
 92% 10th graders enrolled in teams; 12% 10th graders received 1+ F's; 48% of 10th graders receiving 1+ F's are boys; 52% of 10th graders receiving 1+ F's are girls; 52% of 10th graders receiving 1+ F's are Latino; 21% 9th graders receiving 1+ F's are White; 15% 9th graders receiving 1+ F's are Pacific Islander  
 Fall of 2015 Semester Data  
 86% 9th graders enrolled in teams; 7% 9th graders received 1+ F's; 59% of 9th graders receiving 1+ F's are boys; 41% of 9th graders receiving 1+ F's are girls; 70% of 9th graders receiving 1+ F's are Latino; --% 9th graders receiving 1+ F's are White; 18% 9th graders receiving 1+ F's are Pacific Islander  
 94% 10th graders enrolled in teams; 19% 10th graders received 1+ F's

**Freshman Subject Grades**  
 English 1 - % of 9th graders with or better (# of students enrolled)  
 Fall 2017 Target: 86% all, 77% Latino, 70% English Learner, 77% SED, 65% PI, 100% Homeless/Foster Youth  
 Fall 2017 Semester: 80% all (161 in CP), 71% Latino (93 in CP), 62% English Learner (29 in CP), 67% SED (24 in CP), 89% PI (9 in CP), 100% Homeless/Foster Youth (2 in CP)  
 Fall 2017 Progress Report: 88% all (286 in CP and AS), 85 % Latino (143 in CP and AS), 71% English Learner (34 in CP and AS), 83% SED (29 in CP and AS), 92% PI (12 in CP and AS), 33% Homeless/Foster Youth (3 in CP and AS)  
 Fall 2016: 79% all, 72% Latino, 60% English Learner, 70% SED, 55% PI  
 Fall 2015: 90% all, 87% Latino, 88% English Learner, 80% SED, 94% PI  
 Fall 2014: 83% all, 82% Latino, 76% English Learner, 81% SED, 64% PI

#### **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. The Class of 2016 successfully met the goal of an overall increase of A-G eligibility by 5%. There was an increase in A-G completion in many of the subgroups: Latino students had a 10% increase, White students a 7% increase, Filipino students a 11% increase. We plan to continue with the goal of a 5% increase overall. We also are working towards a 5% increase in A-G eligibility for historically underserved groups of students.

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, Filipino, and EL students reaching a higher graduation rate in 2016. There was a dip of graduation rate for our students in Special Education.

Because research supports that freshman year's academic success increases students' change to graduate on time (Allensworth and Easton, 2005, 2007), we continued to monitor 9th and 10th grade D/F's, and more intently analyzing 9th graders' core subject success. The 10th grade team has in 2 years reduced the percentage of sophomores receiving one or more F's by 5%. Freshman team's impact fluctuates more. The percentage of 9th graders receiving F's are disproportionately Latino boys.

In 9th grade English, there was a slight decrease in the percentage of Latino students receiving C or better in English 1 (-1%). However, English Learner, SED, and Pacific Islander groups of students all made significant improvement (7-10% increase).

In Algebra 1, all students, including historically underserved groups, made improvement in the percentage of 9th graders receiving C or better, which speaks volume for the PLC's hard work on standards-based grading and shared practices.

In Physics 1, all students, including historically underserved groups, also made improvement in the percentage of 9th graders receiving C or better.

#### **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.	2017-19	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	General Fund	
Continue to implement Freshman & Sophomore Team Programs to provide personalized learning community for students. FT/ST offer academic, social, and emotional support with the help of Dean, Counseling Dept., SSA, and new Attendance Intervention Counselor.  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.  Summer institute work  IB Support Class consideration	2017-19	FT/ST Coordinator FT & ST Teachers	Common Prep Time to Collaborate	None Specified  1000-1999: Certificated Personnel Salaries  None Specified  None Specified	General Fund  General Fund  None Specified  None Specified	
Continue to offer ELA and Math support classes for 9th and 10th grade students that require strategic and intensive intervention.  Implement Geometry support class with reduced class size	2017-19	Math & English teachers Math & English DCs	9th Grade Intensive SES  10th Grade SES  Small Geometry	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	General Fund  General Fund  General Fund	



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 strategies to IB assessments and CCSS, working continuously with Freshman and Sophomore Team and several departments.	2017-19	Teachers	Collaboration Release Time	None Specified	None Specified	
				None Specified	None Specified	
			Subs for Release Time	1000-1999: Certificated Personnel Salaries	General Fund	
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).	2017-19	All Teachers TOSAs	TOSAs (.6 FTE)	1000-1999: Certificated Personnel Salaries	District Funded	
				None Specified	None Specified	
			Collaboration Release Time	None Specified	General Fund	
				None Specified	None Specified	
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.  Embed additional resources to Guided Studies class, including mentoring services. Continued coordination/communication between general teachers and GS teachers making recommendations.	2017-19	Guided Study Teachers	Teachers (.6 FTE)	1000-1999: Certificated Personnel Salaries	District Funded	
Continue to offer "Academic Support Time" on Wednesdays and Thursdays - a 30-minute study hall embedded in bell schedule each of the 2 days so that students may receive help in specific subjects.	2017-19	All Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to expand AVID program to increase number of 9th and 10th graders.	2017-19	AVID Coordinator AVID Teacher		1000-1999: Certificated Personnel Salaries	General Fund	
Continue to offer tutorial services to target students through the After School Tutorial and Homework Center (MTW continued)  Expand tutoring services and add OSCR courses if available.  Continue to refer students to after-school tutoring who have more than 1 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	2016-19	After-School Tutorial Coordinator Counselors FT/ST Teachers APs EL Specialists	After School Coordinator  After School Peer Tutoring	2000-2999: Classified Personnel Salaries  1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	General Fund  LCAP Supplemental  Title I	27,200  8,500
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 2019	Department Chairs All Teachers	Meeting time exclusively for this purpose.	1000-1999: Certificated Personnel Salaries	General Fund	

## 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 student performance 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:				
LCAP/SMUHSD Goal #1: SMUHSD will provide high quality teaching and learning environment to all students LCAP/SMUHSD Goal #2: SMUHSD will increase academic expectations and performance to create college- and career- ready students, and measure and develop our work in this regard, especially as regards to our subgroup achievement gaps.				
SCHOOL GOAL #3:				
3.1 The percentage of students who are below standards in each of the SBAC Math strands (i.e., Concepts and Procedures, Problem Solving and Modeling and Data Analysis, Communicating Reasoning) will decrease by 5%. 3.2 The percentage of students who have met or exceeded standards in ELA will increase from 73% to 78%. 3.3 The percentage of students who have met or exceeded standards in Math will increase from 43% to 48%.				
Data Used to Form this Goal:				
SBAC Student Performance Data - April 2016 Capuchino High School				
Overall Scores				
% Met & Exceeded Standards				
ELA	Capuchino	SMUHSD	SMCounty	CA
2017	73%	77%	70%	60%
2016	74%	80%	66%	59%
2015	73%	80%	63%	56%
Math				
2017	43%	56%	43%	32%
2016	44%	56%	44%	33%
2015	42%	57%	42%	29%
ELA Average Scale Score Percentage by Ethnicity (# of students tested)				
2017	2016	2015		
ALL	2634 (292)	2639 (256)	2632 (263)	
Asian	2666 (34)	2692 (29)	2674 (33)	
Filipino	2678 (21)	2686(27)	2683 (22)	
African American or Black	no stats (--)	-- (4)	-- (4)	
Two or more races	2640 (8)	2682 (16)	2649 (25)	
Hispanic or Latino	2611 (142)	2607 (115)	2597 (109)	
Native Hawaiian or other PI	2584 (14)	2646 (14)	2640 (51)	

White	2662(62)	2640 (51)	2654 (60)									
ELA Performance in Claim: Percentage in each performance level												
Reading			Writing			Listening			Research/Inquiry			
Above Standards	At/Near	Below	Above Standards	At/Near	Below	Above Standards	At/Near	Below	Above Standards	At/Near	Below	
2017	43%	40%	17%	46%	39%	15%	30%	59%	11%	46%	43%	
11%												
2016	31%	55%	14%	54%	36%	9%	24%	66%	10%	54%	41%	
10%												
2015	38%	47%	16%	53%	36%	11%	23%	65%	12%	47%	55%	
8%												
Math Performance in Claim: Percentage in each performance level												
Concepts & Procedures			Problem Solving and Modeling & Data Analysis			Communicating Reasoning						
Above Standards	At/Near	Below	Above Standards	At/Near	Below	Above Standards	At/Near	Below				
2017	30%	32%	37%	24%	50%	26%	21%	58%	22%			
2016	30%	35%	35%	26%	50%	23%	29%	55%	16%			
2015	30%	39%	31%	25%	50%	25%	23%	56%	21%			
Findings from the Analysis of this Data:												
We did not meet the goal of increasing ELA and Math SBAC scores by 5%. There also was a trend of district-wide dip in the percentage of students who met or exceeded ELA standards on SBAC. Math performance on SBAC remains stagnant across the school, district, county and state.												
In School Site Council's analysis, we noticed that based on SBAC's ELA results, less than 20% of our students are below standards in communication skills such as reading, writing, listening, and inquiry. Therefore, math SBAC strands that require communication should show a similar percentage for below standards. We hence decided to sharpen our data and intervention focus on Math SBAC, working to reduce the percentage of students below math standards.												
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 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	Yearlong	All teachers TOSAs		None Specified	None Specified	
			Collaboration Release Time	None Specified	General Fund	
			TOSAs (.6 FTE)	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assessments).  The Math department will work in own department to align math curriculum and assessments to the CCSS.				None Specified	None Specified	
Offer ELA and Math support classes for 9th and 10th grade students that require strategic and intensive intervention.  Implement Geometry support class.  Reduce class sizes	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				
Data results can be used to inform support services for end of ninth and tenth grades  Work closely with feeder schools (Parkside, Taylor, St. Roberts) for testing/placement data	2018-19	Admin 9th/10th grade teachers		None Specified	General Fund	
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 incorporated into lessons throughout the school year in Math and English.  Use results from the 9th grade practice SBAC to target specific areas of weakness for 10th grade cohort.	August - January  Winter Break  Ongoing	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
Offer Summer Bridge program for strategic intervention incoming 9th graders. Provide ongoing support to students throughout the school year.	Summer 2011-2019	Math Teachers	Summer Bridge Teachers	1000-1999: Certificated Personnel Salaries	General Fund	
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
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.  Promote the importance of college-based testing. Stress the rigor of the exams while incorporating test training/test preparation into the curriculum.	2018-19	College & Career Counselors English & Math Support	PSAT Testing  SAT Prep course during AST	  2000-2999: Classified Personnel Salaries	District Funded  None Specified	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 student performance 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:

<b>SUBJECT: College and Career Readiness</b>
<b>LEA GOAL:</b>
LCAP/SMUHSD Goal #1: SMUHSD will provide high quality teaching and learning environment to all students LCAP/SMUHSD Goal #2: SMUHSD will increase academic expectations and performance to create college- and career- ready students, and measure and develop our work in this regard, especially as regards to our subgroup achievement gaps.
<b>SCHOOL GOAL #4:</b>
4.1 Increase the percentage of students who take the SAT/ACT at least once by the end of 12th grade fall semester by 5%. 4.2 Through survey data (e.g., Naviance), set a baseline of college and career awareness for both students and families. Compare grade-level data at the start and end of each school year.
<b>Data Used to Form this Goal:</b>
<p>Post-Secondary Report: College and &amp; Career Plans</p> <p>Relevant Data:</p> <p>Class of 2017:</p> <p>UC Bound 12% (+2)</p> <p>CSU Bound 23% (+1)</p> <p>Out of State/Private 8% (-4)</p> <p>Community College 47% (-3)</p> <p>Total College Bound 90% (-4)</p> <p>Total Military/Trade/Work 10% (+5)</p> <p>Class of 2016: TOTAL Graduating 253</p> <p>Trade School (unidentified) 3 (1.2%)</p> <p>UC Bound 15 (9.9%) +.2</p> <p>CSU Bound 56 (22.1%) +3.1</p> <p>Out of State/Country 30 (11.9%) +4</p> <p>4 year 111 (43.9%) +1</p> <p>Community College 126 (49.8%) -1</p> <p>TOTAL College Bound 237 (93.7%) +1.1</p> <p>Trade/Specialty School 3 (1.2%)</p> <p>TOTAL Military/Undecided/Work 13 (5.1%) -.7</p> <p>Class of 2015: TOTAL Graduating 231</p> <p>Trade School (unidentified) 1</p>

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%  
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/ACT Scores



Year	SAT Reading/Writing		SAT Math		SAT Writing		ACT English		ACT Math		ACT Reasoning		ACT Science	
2017	544		544		N/A		23		23.3		23.4		22.8	
2016	496 (R)		507		489		21.7		22.5		22.6		22.6	
2015	495 (R)		508		487		22.4		23		22		21.7	
SAT DATA														
Year	CAP Critical Reading		State CR	CAP Math	State Math	CAP Writing	State Writing	# of test takers	Self reported attending 4 year			Total graduates		
% attending 4 year														
2011	493		499	499	515	487	499	120				91		
2012	484	40.63%	495	500	512	492	496	135				86		
2013	501	36.29%	498	511	512	500	495	137				92		
2014	508	39.15%	498	514	510	503	491	168				110		
2015	495	42.31%	495	508	506	487	491	137				96		
2016	496	41.56%	491	507	500	489	485					111		
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														
2017-18: 227/581 (39%)														
2011-12: 112/530 (21%)														
2010-11: 123/521 (24%)														
2009-10: 125/527 (24%)														
Findings from the Analysis of this Data:														
Throughout the past 8 years, the percentage of SAT exam participation for 11th and 12th graders has increased by 15%, reaching 39% in 2017-2018. The district continues to fund PSAT for 10th and 11th graders, which may contributes to increased SAT awareness and participation. We would like to include ACT participation rate in our 2018-2019 goal as a measurement of college awareness, especially because some students perform better on the ACT exam.														
The percentage of total UC- and CSU- bound students, through self-reported data, increased by 3%. However, the percentages of private/out-of-state college-bound and community-college-bound students both decreased for the Class of 2017 compared to the previous graduating class. We hypothesize that the heightened cost of living in the Bay Area, combined with tuition increase, might have contributed to more students joining the workforce. We are interested in using senior survey to examining college acceptance rate and financial aid/scholarship awareness data next year, that would give us a fuller understanding of students' college awareness.														

We would also like to analyze Naviance survey data and family surveys at the start and end of the 2018-19 year to immediately track progress towards increasing college and career awareness in students and families.

**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 knowing about career pathways (student survey by grade level)
- Increased % of students applying and matriculating in 4-year colleges
- Increased number of students taking the SAT/ACT 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 &amp; 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
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 process.	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
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 news, student bulletin, marquee, and posters/signs.	2017-2019	Counselors	General Fund			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 2015-2019	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
Continue to organize college field trips for students, including, Freshman Team students to SFSU/UCB, AVID Norcal/Socal trip, ELD students to CC  Increase number and focus of student	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
clubs to connect with service/career pathways/internships  Increased participation in extra-curriculars						

## 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 student performance 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:

<b>SUBJECT: Student Wellness</b>				
<b>LEA GOAL:</b>				
LCAP/SMUHSD Goal #3: The SMUHSD will continue to enhance and improve the social-emotional health of its students by: <ul style="list-style-type: none"> <li>• Providing high quality mental health supports</li> <li>• Initiatives and activities intended to lower student stress and improve connectedness</li> <li>• Supporting families with effective communication and engagement activities</li> </ul>				
<b>SCHOOL GOAL #5:</b>				
5.1 Suspensions and truancies will decrease overall by 5%. 5.2 Decrease the suspension rate of each of underserved populations (i.e., Englisher Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino) by 5%. 5.3 Create and administer survey that measures school connectedness and caring adult relationships. Compare grade-level data at the start and end of each school year.				
<b>Data Used to Form this Goal:</b>				
2017-2018 CA Healthy Kids Survey results compared to 2015-2016  School Connectedness: Average % of Students Who Strongly Agree or Agree (Survey Questions: * I feel close to people at this school. * I am happy to be at this school. * I feel like I am part of this school. * The teachers at this school treat students fairly. * I feel safe in my school.)				
Year	9th Graders	10th	11th	12th
2017-2018	64%	59%	61%	59%
2015-2016	72%	NA	67%	NA
Caring Adult Relationships: Average Total % of Students Reporting "Very Much True" or "Pretty Much True"				
Year	9th Graders	10th	11th	12th
2017-2018	61%	58%	64%	62%
2015-2016	75%	NA	67%	NA
School Perceived as Very Safe or Safe: % of Students who "Strongly Agree"				
Year	9th Graders	10th	11th	12th
2017-2018	60%	54%	57%	63%

2015-2016	77%	NA	73%	NA				
Experienced Any Harassment or Bullying: % of Students who "Strongly Agree"								
Year	9th Graders	10th	11th	12th				
2017-2018	32%	30%	27%	25%				
2015-2016	31%	NA	40%	NA				
Reasons for Harassment: % of Students Harassed 2 or More Times								
9th Graders								
Year	Race/Ethnicity/National Origin		Religion	Gender	LGBTQ Identity	Disability	Immigrant Identity	Others
2017-2018	8%		3%	4%	4%	4%	4%	13%
2015-2016	11%		6%	4%	2%	2%	N/A	10%
10th Graders								
Year	Race/Ethnicity/National Origin		Religion	Gender	LGBTQ Identity	Disability	Immigrant Identity	Others
2017-2018	14%		3%	5%	4%	3%	4%	10%
2015-2016	N/A		N/A	N/A	N/A	N/A	N/A	N/A
11th Graders								
Year	Race/Ethnicity/National Origin		Religion	Gender	LGBTQ Identity	Disability	Immigrant Identity	Others
2017-2018	8%		6%	4%	5%	3%	3%	7%
2015-2016	11%		6%	4%	2%	2%	N/A	10%
12th Graders								
Year	Race/Ethnicity/National Origin		Religion	Gender	LGBTQ Identity	Disability	Immigrant Identity	Others
2017-2018	8%		1%	3%	4%	1%	4%	7%
2015-2016	N/A		N/A	N/A	N/A	N/A	N/A	N/A
Current Alcohol or Drug Use in Past 30 Days								
Year	9th Graders	10th	11th	12th				
2017-2018	20%	20%	26%	32%				
2015-2016	13%	NA	29%	NA				
Current Electronic Cigarette Use in Past 30 Days								
Year	9th Graders	10th	11th	12th				
2017-2018	11%	14%	13%	13%				
2015-2016	NA	NA	NA	NA				
Experienced Chronic Sadness/Hopelessness in the Past 12 Months:								
Year	9th Graders	10th	11th	12th				
2017-2018	29%	32%	36%	30%				
2015-2016	26%	NA	31%	NA				
Considered Suicide in the Past 12 Months:								
Year	9th Graders	10th	11th	12th				
2017-2018	15%	16%	15%	11%				
2015-2016	14%	NA	12%	NA				

#### 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  
 2016-17 54

#### Suspensions: Student Demographics

Year	All	English Learner	English Learner (Reclassified as Fluent)	English Only	With 504 Accommodations	Special Ed
Regular Ed						
2016-2017	54	14	16	23	8	13
33						
2015-2016	25	5	6	14	--	7
18						

#### Suspensions: by Student Groups (Source: CA Dept of Education/Five-by-Five Placement Grid Report)

Group	2016-17 Suspension Rate	2016-17 # of Students Suspended	2016-17 # of Students Enrolled	2015-16 Suspension Rate	2015-16 # of
Students Suspended	2015-16 # of Students Enrolled				
All	6%	73	1233	2%	23
1183					
English Learner	9%	26	288	3%	9
275					
SED	10%	40	389	4%	12
347					
SPED	11%	17	149	4%	6
135					
Latino	8%	49	603	2%	13
562					
White	4%	9	230	1%	3
229					
Asian	3%	4	134	2%	2
131					
Filipino	4%	4	108	1%	1
106					
Hawaiian/Pac Islander	6%	3	55	2%	1
60					



Two or more 229	3%	3	92	1%	3
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				
2016-17	0				

#### Findings from the Analysis of this Data:

Compared to CA Healthy Kids Survey results from 2 years ago, students are reporting less school connectedness and fewer caring adult relationships. In department chair meetings, some students reported not responding to survey questions thoroughly and losing patience towards the end of a long list of questions. Some students reported that the current social and political climate, especially regarding school violence and decreased tolerance, makes students more anxious and less connected to school overall. Looking at the survey response options -- "Strongly Agree" and "Agree"; "Very Much True" and "Pretty Much True" -- we would like to pursue the creation and administration of our own student survey with quantifiable responses (e.g., # of times a student has met with a teacher during AST) and questions that are more focused to assess our needs around connectedness, caring adult relationships, and school safety.

In 2017-18 school year, there was continued focus on establishing strong adult-to-student relationships while minimizing bullying and harassment incidents. Teachers were encouraged to begin the year with community building activities and continue to strength relationships with students throughout the year. Multiple Flex Days provided students time and opportunities to expand stress management strategies. Student leaders across grade levels and groups also helped plan and facilitate a Day of Action in April where students discussed wellness topics in small groups. We will continue to include student voice, collaboration, and participation through these experiences next year and continue to collect student feedback to guide staff reflections and planning. Administration and teacher leaders continue to collaborate to explore PBIS and restorative justice practices as prevention and intervention measures regarding school safety and connectedness.

CA Healthy Kids Survey in 2017-18 also indicated higher alcohol/drug use for 9th graders, as well as higher percentages of 9th and 11th graders experiencing chronic sadness and suicide ideation. This past year was the first year that the Healthy Kids Survey began to monitor e-cigarette use. We will continue to monitor data for e-cigarette for upcoming years. To address these areas of student wellness, our district has intervened with specific support systems including two MFTTs per site and a supervisor for each pair of school sites. District wellness efforts, anti-bullying campaigns, and improved extracurricular opportunities are concrete support systems for students. After school peer tutoring incorporated fitness activities to address the whole child. Now we look forward to measuring specific interventions in terms of student wellness and outlook.

Truancy and suspension rates have been on the rise in 2016-2017. Compared to 2015-16, in 2016-17 we saw higher percentages pf suspended Latino students, English Learners, students with disabilities, and students who were socioeconomically disadvantaged. The percentages more than doubled in each of these underserved groups. Besides PBIS and restorative justice practices, our school will be partnering with and implementing the Los Hermanos program -- a class for rising 10th grade boys who will enroll in a course that addresses cultural identities, study/organizational/self management skills, while fostering school connectedness and community. The wellness and counseling team continues to update intervention toolbox to address student needs, running smaller intervention groups for social/emotional wellness. Teachers have begun conversations about culturally relevant curriculum, especially starting with 9th and 10th team teachers. They are attending a summer conference on equity in June and will be visiting a PBIS high school in 2018-19.

To increase student and family engagement, we utilize:

- Daily announcements, daily bulletin, website (better communication)
- 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 Engagement Coordinator

- Flex Days, Wellness Wednesdays for staff, Mental Health
- Grade Level Teams, Open House

**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 school connectedness, caring adult relationship, and perception of school safety  
 Decrease in experience with harassment/bullying, alcohol/drug use, e-cigarette use, chronic sadness/hopelessness, and suicide ideation  
 Increase in extracurricular participation (clubs, programs, sports, social events)  
 Increase or maintain academic eligibility for extracurricular participation  
 Decrease in suspensions/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		1000-1999: Certificated Personnel Salaries	General Fund	
Continue to offer Freshman Orientation to welcome new students before the start of the school year.	August	Student Activities Director Student Leadership		1000-1999: Certificated Personnel Salaries	General Fund	
			Orientation Materials	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				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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				
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	Yearlong	Counselors Dept Chairs Student Leadership				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
presentations, Electives showcase day, School Club Fair, Citizenship Talks, Mustang News, etc.  Develop a Block Letter program for non-athletic program participation.		Admin				
Continue to participate in Counselor Watch to identify specific needs of incoming 9th graders	Spring semester	Counselors				

## 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	14,000.00
None Specified	General Fund	3,000.00
1000-1999: Certificated Personnel	LCAP Supplemental	8,500.00
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	62,258.00
LCAP Supplemental	8,500.00
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	267	305		259	292		255	292		97	95.7	
All Grades	267	305		259	292		255	292		97	95.7	

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2638.	2633.		36	35.62		38	36.99		16	14.73		9	12.67	
All Grades	N/A	N/A	N/A	36	35.62		38	36.99		16	14.73		9	12.67	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	31	43.15		55	40.07		14	16.78	
All Grades	31	43.15		55	40.07		14	16.78	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	54	46.23		36	39.04		9	14.73	
All Grades	54	46.23		36	39.04		9	14.73	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	30.14		66	58.56		10	11.30	
All Grades	24	30.14		66	58.56		10	11.30	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>Grade 11</b>	54	45.89		41	43.15		5	10.96	
<b>All Grades</b>	54	45.89		41	43.15		5	10.96	

**Conclusions based on this data:**

1. Reading proficiency increased as the percentage of students above standard increased by 12%.
2. Listening proficiency increased as the percentage of students above standard increased by 6%; 9th grade English teachers have been implementing listening exercises in the curriculum for several years -- these guided practices could have contributed to students' improvement in listening skills.
3. There was a decrease in the percentage of students who were above standard in writing and research, indicating more need for academic language support and higher level questioning in instructional practices.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	267	305		261	290		257	290		97.8	95.1	
All Grades	267	305		261	290		257	290		97.8	95.1	

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2609.	2605.		18	18.97		26	23.79		28	29.66		28	27.59	
All Grades	N/A	N/A	N/A	18	18.97		26	23.79		28	29.66		28	27.59	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	30	30.34		35	32.41		35	37.24	
All Grades	30	30.34		35	32.41		35	37.24	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	23.79		50	50.34		23	25.86	
All Grades	26	23.79		50	50.34		23	25.86	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	29	20.69		55	57.59		16	21.72	
All Grades	29	20.69		55	57.59		16	21.72	

#### Conclusions based on this data:

1. For each of the 3 math strands, the percentage of students below standard exceeded the students below standards in ELA, which suggested a need to strengthen the instruction of content literacy.

2. Students may need more guided practices with math problems similar to those on the SBAC.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>9</b>	25	18		39	18		28	41			15		9	9	
<b>10</b>	28	5		46	40		13	35		5	12		8	9	
<b>11</b>	7			31	36		31	20		10	24		21	20	
<b>12</b>	14	13		34	26		24	22		7	13		21	26	
<b>Total</b>	20	9		38	30		24	31		5	15		13	14	

## 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 quarterly grades and 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 Framework for 2017-18: Learning Targets & Gradation: Laying the groundwork for Effective Instruction and Assessment Practices

Essential Skills for College and Career Readiness:

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.

Why:

For effective instruction and assessment, the expectations for learning must be clear to the teacher and to the student. Effectively implementing Learning Targets with Gradation allows for transparency in the learning objectives and identifies student performance levels, thereby, empowering a growth mindset in students because they are able to articulate where they are in the learning process. Learning Targets, therefore, become an integral part of lesson design, assessment and effective instructional practice.

What:

Proficiency Based Learning Targets (PBLT):

- Targets must be based on proficiency. Targets must be measurable. Targets must represent a Gradation of learning.
- Example of PBLT: I can effectively explain the social, economic and political causes of WWI in a 5-paragraph written analysis.
- Example of PBLT: I can identify rotated, reflected, and translated figures by accurately graphing on a coordinate grid.

Gradation:

- What does a quality product look like in the end? How will I measure proficiency?
- Examples: Show students exemplary student work. Show students rubrics. Have students deconstruct exemplary v. mediocre work.

Instructional Norms:

Teacher Actions & Best Practice --

- Post Learning Targets (daily)
- Gradation Identified for Summative Assessments
- Interact w/ Learning Targets with Gradation throughout unit
- Provide for Formative Assessments opportunities (exit slips, learning logs, quizzes, process checks, written and verbal feedback)
- Use Constructing Meaning (CM) Strategies for language and literacy support
- Integrate Instructional Technology & High Engagement Activities

Student Actions/Routines --

- Reading Complex Text
- Writing
- Problem-Solving
- Speaking & Oral Discourse
- Collaborative groups and structured pairs
- Movement (activities that allow for students to get up throughout lesson)
- Self-Reflection & Goal Setting
- 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 and improve teaching practices and student learning outcomes. (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. Starting in 2017-2018, Junior Teams have been in place, consisted of an interdisciplinary team of English, Social Science, and Special Education teachers who meet to collaborate on student support, cross-curricular content, and best instructional practices.

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, mathematics, and science departments are in the process of aligning curriculum to the CCSS and NGSS 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 accommodations, modifications, 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 underperforming students meet standards include Strategic 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. Students with IEPs are supported in co-taught content courses where General and Special Education teachers collaborate to provide access to grade-level standards and instructional support. In addition, students with IEPs take a Directed Studies course taught by their case manager to learn study and organizational skills as well as receiving extra support to complete assignments and assessments. 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, Guided Studies, and Directed Studies.

All students have Academic Support Time embedded into the school day on Wednesdays and Thursdays for 30 minutes. Students are able to make up work, visit a teacher for help, study, or work on long-term projects. After the first quarter, students who show academic struggles are scheduled to participate in Academic Intervention in the library during Academic Support Time.

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 - 2017-18 Categorical District Services Budget

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

2017-18 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					
	<b>TOTALS</b>	<b>\$40,582</b>	<b>\$1,500</b>	<b>\$11,171</b>	<b>\$67,758</b>	<b>\$20,000</b>

## 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.)

- More than 70% of our juniors and seniors take at least one IB course before they graduate. The percentage of ethnic group representation matches the school's ethnic make-up.
- Increasing the number of graduates, especially A-G eligible Latino students, long-term English Learners, students with disabilities, and students who are socioeconomically disadvantaged. Also increase ACT/SAT exam takers so that more students are eligible for 4-year college.
- Decrease suspensions and trancies, especially the suspension rate of each of underserved populations (i.e., English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino).

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 (ongoing)

Identifying common essential standards and implementing common assessments in each PLC (ongoing)  
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?

Freshman grades in English, Algebra 1, and Physics stayed the same or dipped lower; underserved groups especially

### **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

X 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 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.

Goal #1c - the percentage of students who complete an IB course with at least a C grade will remain at 90% or better.

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

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

Goal 1e - More than 70% of our juniors & seniors will take at least one IB course before they graduate.

Goal 2b - The percentage of students within each group who complete courses with a "C" or better will increase

Goal 3a - 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.

Goal 3b - The percent of non-proficient scores for a variety of specific groups will decrease by 10%.

Goal 4a - Through survey data, set a baseline of college and career awareness for both students and parents.

Goal 4b - Compare grade-level data at the start and end of each school year.

Goal 5a - Increase student & parent involvement in the school community. By graduation, all students will participate in at least one extracurricular activity each school year.

Goal 5b - Parent membership in school-sponsored parent organizations and activities will increase by 5% per school year.

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, especially underserved groups.

Continue to explore and expand PBIS and restorative justice practices.

## 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

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: 5/7/18

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: 5/14/18)**



## **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				
Andrea Gould - Chairperson		X			
Scott Kuchenig		X			
Leticia Martinez (ELAC)				X	
Leticia Bernal (ELAC)				X	
Alison Mazzola				X	
Liliana Klatt		X			
Martee Lopez-Schmitt		X			
Clare Luna			X		
Jaisa Gamble					X
Ameet Jogia					X
Kathy Lin					X
Aleyda Villalobos Rivera					X
Nancy Kuei			X		
Monique de Brito Guedes - non-voting			X		
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>4</b>

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.