

**Capuchino High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Capuchino High School
Street	1501 Magnolia Avenue
City, State, Zip	San Bruno, CA 94066
Phone Number	(650) 558-2799
Principal	Jesse Boise
Email Address	jboise@smuhsd.org
Website	smuhsd.org/capuchinohigh
County-District-School (CDS) Code	4130738

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
Email Address	kskelly@smuhsd.org
Website	www.smuhsd.org

### School Description and Mission Statement (School Year 2020-2021)

Capuchino High School is located in the city of Millbrae on the San Francisco Peninsula. Capuchino serves an economic, linguistic, and ethnically diverse community. Capuchino is one of the six comprehensive high schools within the San Mateo Union High School District. The ethnic/racial makeup of the our school population is 3% African American, 13% Asian, 20% Caucasian, 11% Filipino, 31% Latino, 5% Pacific Islander, and 17% identify as multi-ethnic. Total student enrollment is 1174. The Class of 2021 includes approximately 325 students.

- 33% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 53% speak a language other than English
- 11% receive Special Education services
- 17% are English Learners

Capuchino's vision centers on the belief that all students should be prepared for college and career. The school goal states, "All students will graduate demonstrating the knowledge and skills necessary to be prepared for college and career." Within this pursuit, as an IB School, Capuchino has adopted the IB Learner Profile as our set of School-Wide Learning Outcomes. The IB Learner Profile, which includes ten attributes, is embedded into each of our courses at Capuchino. A school where diversity is treasured, Capuchino staff have aligned curriculum to the Common Core State Standards (CCSS) and International Baccalaureate (IB) assessments to provide students with the necessary skills for success in college and career.

As a school, our eminently talented staff works to ensure every student is challenged, supported, and known on campus. Our rigorous International Baccalaureate (IB) courses prepare students for the finest universities in the world, while developing a solid academic and ethical foundation with skills to be successful in a global setting. In order to support students within these rigorous courses, our Advancement Via Individual Determination (AVID) program prepares students for higher education, provides academic support, and fosters community. We have established 9th and 10th Grade Teams, where students have the opportunity to experience a greater level of personalization and support, both in academic and social-emotional realms. Each of our content-alike teaching teams act as Professional Learning Communities (PLCs) to foster reflection, learning, and professional growth. To facilitate this growth, we have instructional leadership systems and leaders, including teachers on special assignment (Instructional Technology Coordinator, IB Coordinator, Professional Development Coordinator, Instructional Coaches, and an MTSS Coordinator).

Finally, the campus has added many new buildings through a modernization process resulting in a school design reminiscent of a college or university. Upon arrival to our campus, visitors notice an unmistakable and well-earned pride from both students and staff. We welcome you to visit and discover Capuchino High School!

**Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	284
<b>Grade 10</b>	286
<b>Grade 11</b>	313
<b>Grade 12</b>	342
<b>Total Enrollment</b>	1,225

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	11
Filipino	8.8
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	3.8
White	17.4
Two or More Races	5.6
Socioeconomically Disadvantaged	38.5
English Learners	16.1
Students with Disabilities	13.4
Foster Youth	0.1
Homeless	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	71	71	69	541
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/2020

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Current and Meets State and Local Standards/2015	Yes	0
<b>Mathematics</b>	Current and Meets Local Standards: Springboard Math Program/2017	Yes	0
<b>Science</b>	Current and Meets State and Local Standards	Yes	0
<b>History-Social Science</b>	Current and Meets State and Local Standards	Yes	0
<b>Foreign Language</b>	Current and Meets State and Local Standards	Yes	0
<b>Health</b>	Current and Meets State and Local Standards/2016	Yes	0
<b>Visual and Performing Arts</b>	Current and Meets State and Local Standards	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Current and Meets State and Local Standards	Yes	0

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

## School Facility Conditions and Planned Improvements

The campus was remodeled significantly by the spring of 2012 and the campus remains in excellent condition. We host a full campus of academic buildings, athletic fields and facilities, an auditorium-theater complex, an arts satellite wing, a library, and outdoor learning areas for students. In 2016-2017, improved campus signage was installed and a campus directory for improved community and district rental access. For 2017-18, Stadium lights were installed on the football field. In 2018-19, our 'D' Building (Science) was fully renovated to create more flexible learning spaces, outfitted with 21st century learning equipment. Finally, with the support of Measure L our stadium field was renovated with synthetic turf during the summer, 2020 and planning is underway to re-design our full athletic complex with synthetic turf, lights, and other ancillary improvements.

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

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 11/23/20**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	61	N/A	70	N/A	50	N/A
Mathematics (grades 3-8 and 11)	34	N/A	50	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	29	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

At Capuchino, students have to meet a one year graduation requirement for Career Technical Education (CTE). Our students have several courses they can take to meet this requirement including: Foods, Video Animation, Digital Photography, Film, and Network Engineering. Our counseling department meets with students to discuss their academic pathways and career interests. Each student participates in career exploration activities and our goal is to ensure students complete a four-year plan with career pathways identified. In addition, we have a full-time Career/CTE Coordinator who ensures that students have access to job shadows, internships, job skills training and work experience. For 2020-21, we find ourselves challenged identifying in-person experiences because of the pandemic, but are making plans for the future, including an MTSS Tier II group focused on job support placement and work readiness.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	286
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.87
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	57.79

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020-2021)

Capuchino is a school that so much appreciates the dedication and involvement of our parents/guardians. In order to ensure sustained success for our parent organizations, the Capuchino High School Alumni Association (CHSAA), serves as the support system to support, train, and provide assistance to each of our various parent groups. These organizations collectively seek to foster community, fundraise, support student activities, and engage our community in an equitable manner. Capuchino High School parent/guardian organizations include: Parent Teacher Organization (PTO), Latino Parent Organization (LPO), Sports Boosters, Music Boosters, and Drama Boosters. Contact information is listed below for each of the organization presidents.

Although each of our parent groups fulfill different functions, they work in tandem to ensure we improve each year as a school and community. Both the PTO and LPO, meet monthly to keep parents informed, create a forum for feedback, and provide an environment of continuous learning. At CHS, we are fortunate to have a full-time Family Engagement Coordinator who works with and supports our parent organizations. Our PTO works with the CHSAA annually on raising money for the "Growth Fund" which seeks to provide financial support for professional development, teacher grants, and community building. As a part of school governance, parent/guardians are represented on the School Site Council (SSC) and the English Learner Advisory (ELAC), which meet monthly. The SSC looks at school data to evaluate student achievement and progress on school goals. The SSC also oversees budgets for administration, professional development, and Growth Fund requests to ensure our expenditures are aligned with school goals.

PTO - Alison Mazzola Fox & Martha Acacio (capuchino.pto@gmail.com)

LPO - Dulce Hatch (dhatch@smuhsd.org)

Sports Booster - Mark Pellegrini (mpellegrini@metroelectric.com)

Music Boosters - Jennifer Gomez (music.capuchino@gmail.com)

Drama Booster - Ivon van Mechelen (capdramapres@gmail.com)

Capuchino Alumni Association - Michael Salazar (salazar@hotmail.com)

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Dropout Rate</b>	3.3	3	1.5	5.3	3.4	4	9.1	9.6	9
<b>Graduation Rate</b>	91.9	94.9	95.1	90	91.1	92.8	82.7	83	84.5

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.7	4.0	3.7	3.4	3.5	3.5
Expulsions	0.1	0.1	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.0253	2.3108	2.5
Expulsions	0.0818	0.0756	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Capuchino High School, has adopted the San Mateo County Office of Education (SMCOE) Big Five Protocols as a framework to guide emergency response. Annually, our SMUHSD Board of Trustees reviews and considers the adoption of an updated Safe Schools Plan (most recently approved spring, 2020) to ensure that we review data and proactively plan to create an environment which is safe for students both physically and emotionally. Annually, we update our classroom emergency response packets, conduct a diverse set of monthly drills, and have staff members participate in SMCOE Big Five training to ensure we are knowledgeable in best practices for school safety. These practices include completing Level I Safety Assessments (site level) when a significant safety concern is observed and communication protocols to maximize our efficacy as a site team. Our campus safety team includes a broad set of school personnel, including office staff, counselors, administrators, campus supervisors, and a School Resource Officer (SBPD). We work closely with community organizations, including those from law enforcement, fire, and mental health to ensure responses to urgent matters are addressed effectively.

As a school, we have an evolving Multi-Tiered System of Supports (MTSS) to ensure that we proactively serve each of our students effectively in academic, social/emotional, and behavioral domains. This includes many elements such as restorative justice practices, wellness counseling, active attendance monitoring, Academic Support Time (AST), and a Mindfulness Space for student use. We have student progress monitoring teams (Tier I, Tier II, 9th, and 10th grade) made up of School Counselors, Wellness Counselors, teachers, classified staff, and administrators, who meet regularly to review individual student needs and school-wide patterns.

For 2020-21, we have implemented a robust set of health and safety precautions to identify staff with symptoms of illness and to prevent transmission of Covid-19. When students return to campus, these procedures will be implemented with communication well in advance to students/families, training will occur, and monitoring will take place to ensure fidelity. This includes health screenings, learning schedule modifications, implementing the "Four Pillars," identification of best practices for brunch/lunch, and modifications to our physical campus (signage, spacing, traffic, etc.).

Finally, in coordination with our district office, we have added a comprehensive school camera system to promote a safe campus for staff and students.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	21	23	28	9	21	23	29	9	21	30	20	16
Mathematics	22	24	22	10	20	26	27	7	24	22	15	20
Science	24	10	31		26	9	31		25	10	31	2
Social Science	23	14	24	10	23	16	17	15	22	23	14	16

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	314.1

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	22,131.38	5,759.67	16,371.72	111,005.78
District	N/A	N/A	15,385.63	\$110,144
Percent Difference - School Site and District	N/A	N/A	6.2	0.8

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$90,287
<b>Percent Difference - School Site and State</b>	N/A	N/A	71.5	20.6

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

### Types of Services Funded (Fiscal Year 2019-2020)

At CHS, we spend the majority of our funds on teacher salaries and benefits, classroom instructional assistants, and instructional supplies, all of which directly support student academic performance. In order to ensure equitable outcomes we have a number of services and programs to support historically under-served groups of students. This includes English Language Development classes, an academic language support class, various math pathways, inclusive settings (co-taught classes) for students with disabilities, an EL Specialist, Family Engagement Coordinator, full-time College & Career Center, CTE courses, and AVID program (for first generation college bound students). Our district also allocates additional funds from LCAP to support our after school tutoring, a Chromebook for every student, and various other services (including hot spots for students without home access to Wi-Fi). In order to provide the most comprehensive services possible to our students, we also partner with Skyline Community College to offer dual enrollment courses on our campus (Network Engineering, Hospitality, and Los Hermanos). Finally, our school district has committed significant resources in training our staff in Constructing Meaning (CM), in order to support language development across content areas.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$67,054	\$52,670
Mid-Range Teacher Salary	\$108,166	\$89,660
Highest Teacher Salary	\$127,400	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$193,326	\$158,074
Superintendent Salary	\$310,000	\$250,285
Percent of Budget for Teacher Salaries	29.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science		N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	1	2.4

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

For 2020-21, we have spent a great deal of time building the capacity of our faculty to conduct virtual classes, utilizing Zoom, Canvas, the Google suite, and a plethora of instructional technology platforms. This has included an emphasis on community building, increasing student participation, formative assessment, and support for PLCs in their curriculum design. As a school, we self-identify as an International Baccalaureate (IB) school. This includes the adoption of the IB Learner Profile as our School-wide Learning Outcomes (SLOs). Each of these attributes aligns to and includes various state and local student standards for student learning (e.g. CCSS, NGSS). In our continued effort to align more closely with the International Baccalaureate model, our professional development will continue to focus on the inclusion of the IB Learner Profile, Approaches to Teaching (ATT), Approaches to Learning (ATL), and the IB Standards and Practices. It is our belief that that these teaching and learning practices will most effectively support more equitable learning outcomes. Unfortunately, our student learning outcomes still demonstrate predictable and disproportionate achievement patters. Our professional development and daily instructional practices are committed to creating more equitable student learning outcomes.

At Capuchino, we have four integrated structures to support professional development. Content alike teachers work together as Professional Learning Communities (PLCs) to create lessons and assessments, analyze student work, and reflect to improve future instructional practices. Departments form the larger umbrella, which PLCs are situated within, to guide vertical alignment of content and skill standards. Broadening out, whole school professional development exists to support each of these groups on school-wide goals and initiatives. Finally, our school district offers each content area support through Curriculum Councils which provide targeted professional development on common district initiatives (including cultural responsive teaching, language and literacy, and the development CCSS/NGSS skills in content-based settings).