



Costanoa Continuation High School

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Santa Cruz City Schools

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School Description

Costanoa High School is located on the vibrant Branciforte Small Schools Campus (BSSC). Ark Independent Study High School, Monarch Community School, and Alternative Family Education all share our campus. Costanoa students benefit from small class sizes and strong relationships with staff members. We focus on student growth over time by developing the following habits: Use your mind well. Do the right thing. Work hard. Costanoa has a diverse population that includes 100 students in grades nine through twelve. Costanoa is fully accredited by the Western Association of Schools and Colleges.

Our schoolwide action plan focuses on developing literacy and math skills to prepare students for the rigors of community college. All students complete a senior project as a graduation requirement. The staff has a strong culture of collegiality focused on instructional improvement and the promotion of student success. Our staff works together to improve and adjust instruction in response to student assessment. Students work to master state standards in all subjects and to complete required credits for graduation, the English Language Arts Portfolio, and the senior project. Our faculty Leadership Team and School Site Council (SSC) guide the focus and direction of the school. Our student leadership group also has an active voice in school activities, such as Spirit Week, and the development of school policies.

VISION-We personalize education for every student.

MISSION-Costanoa High School students, by asking essential questions and seeking thoughtful answers, fully engage with a rigorous, purposeful, Common Core standards-based, high-interest curricula. Authentic, trustful, and safe relationships based upon open communication are cultivated among parents, staff, and the student community. As a continuously improving, collaborative team, staff members promote equity, celebrate and honor diversity, know students well, and promote the positive development of students' minds, hearts, and habits of work. Students' and parents' voices and needs are heard, valued, and incorporated into the fabric of the school. Students are guided to reflectively discover their passions and abilities, make their learning relevant, and set and monitor learning goals and life goals.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	4
Grade 11	24
Grade 12	51
Total Enrollment	80

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0
Asian	1.3
Filipino	0
Hispanic or Latino	53.8
Native Hawaiian or Pacific Islander	0
White	36.3
Two or More Races	3.8
Socioeconomically Disadvantaged	73.8
English Learners	11.3
Students with Disabilities	20
Foster Youth	3.8

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			
Costanoa Continuation High School	15-16	16-17	17-18
With Full Credential	7	6	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1		0
Santa Cruz City Schools	15-16	16-17	17-18
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at this School			
Costanoa Continuation High	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

* "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 Instructional Materials (School Year 2017-18)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Inside Writing: Grade 9 - Great Source Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 - Houghton Mifflin Adopted 2008 Algebra 2 - Houghton Mifflin Adopted 2008 Geometry - Houghton Mifflin Adopted 2008 Algebra Readiness - Houghton Mifflin Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007 Biology - Houghton Mifflin Adopted 2007 Chemistry - Pearson Prentice Hall Adopted 2007 Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Economics: Principles in Action - Pearson Prentice Hall Adopted 2006 Magruder's American Government - Pearson Prentice Hall Adopted 2006 The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006 World History: The Modern World - Pearson Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials	
Year and month in which data were collected: December 5, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Costanoa is located in a beautiful and historic building on the Branciforte Small Schools Campus. The October 2017 FIT report indicates that the Branciforte Small Schools Campus garnered a 96% overall rating. Overall cleanliness remains the primary area for improvement as indicated by the 82% rating. The most recent FIT report describes planned facility improvements and needed maintenance to ensure good repair.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/23/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			RM 23: AIR IS NOT WOKING RM 4: NO HEAT
Interior: Interior Surfaces	X			RM 26: BLINDS ARE BROKEN / ITEMS STACKED ON CABINETS / CRASH BAR ON DOOR DOESN'T WORK
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			RM 16: ITEMS STACKED ON CABINET RM 2: BINDERS STACKED AND CABINET ON TOP OF SHELF RM 22: ITEMS STACKED ON CABINETS RM 27: ITEMS STACKED ON CABINET RM 6: BOOKCASE BY STAIRS NOT ANCHORED DOWN, ITEMS STACKED ON CABINETS RM 6A: ITEMS STACKED ON CABINETS
Electrical: Electrical	X			RM 14: LIGHT BULBS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			GIRLS RESTROOM 3RD FLOOR: TOILET WILL NOT FLUSH, HANDLE IS NOT CONNECTED
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			OUTSIDE BOYS RESTROOM: ENTRANCE TILE ON FLOOR BASEMENT RM 1: CEILING TILE MISSING SEVERAL STAINED STAIRS: LOOSE COVER ON ALL STAIRESWAYS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 26: BLINDS ARE BROKEN / ITEMS STACKED ON CABINETS / CRASH BAR ON DOOR DOESN'T WORK
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/23/17						
System Inspected	Repair Status			Repair Needed and Action Taken or Planned		
	Good	Fair	Poor			
		X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	8	30	70	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	21	8	60	59	48	48
Math		0	45	42	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	13	10	76.9	30.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	26	70.27	7.69
Male	22	15	68.18	6.67
Female	15	11	73.33	9.09
Asian	--	--	--	--
Hispanic or Latino	28	19	67.86	10.53
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	20	76.92	5
English Learners	--	--	--	--
Students with Disabilities	13	9	69.23	0
Students Receiving Migrant Education Services	--	--	--	--

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	21	58.33	0
Male	21	13	61.9	0
Female	15	8	53.33	0
Asian	--	--	--	--
Hispanic or Latino	27	16	59.26	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	16	61.54	0
English Learners	--	--	--	--
Students with Disabilities	13	5	38.46	0
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

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

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Costanoa parents are involved in school governance through the School Site Council and English Learner Advisory Committee. Each group holds meetings five times per year. Parents are expected to be actively involved in their child's education by attending three mandatory parent-teacher-student conferences each year. To become more involved, please call (831) 429-3898, ext. 229 or visit the school office.

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.

School Safety Plan

The four schools at the Branciforte Small Schools Campus (BSSC) review the previous year's Safe School Plan and collaborate to write a new plan each year. Goal one in our 2017-18 plan is to continue to provide opportunities for caregivers and/or students to attend workshops related to positive discipline and trauma informed care. By March 2018, we will hold at least three presentations for caregivers and students related to the above topics. We will undertake a number of actions to meet this goal. We will continue to provide caregivers with access to evening support groups that can help increase positive communication with their students, increase outreach for attendance at these groups through the use of robocalls and advertisement, introduce trauma-informed care tenets to parents at conferences, and continue to incorporate a socioemotional professional development thread around implementation of trauma-informed care tenets.

The second goal in our 2017-18 plan is to continue to implement trauma-informed care strategies in the classroom to increase student and school safety. We will undertake a number of actions to meet this goal. We will monitor defiance/disruption referrals at the end of every quarter, monitor teacher data regarding student use of grounding/stress-reduction techniques at the end of every quarter, incorporate a socioemotional professional development thread around implementation of trauma-informed care tenets, develop and implement a neurosequential model/positive discipline classroom observation checklist, and administer surveys in the spring.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.6	5.0	7.4
Expulsions Rate	0.0	0.0	0.8
District	2014-15	2015-16	2016-17
Suspensions Rate	1.3	2.5	3.5
Expulsions Rate	0.1	0.4	0.3
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	.2343
Psychologist	.1250
Social Worker	.0555
Nurse	.0625
Speech/Language/Hearing Specialist	.1
Resource Specialist	.5
Other	0

Average Number of Students per Staff Member

Academic Counselor	92
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* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	16	12	12	10	10	11						
Mathematics	17	12	11	16	22	24						
Science	16	14	12	17	17	19	1					
Social Science	18	14	13	28	33	33	2		1			

* 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.

Professional Development provided for Teachers

Costanoa staff meet twice monthly for a total of three hours to focus on continuous professional growth related to socioemotional learning, instruction, and assessment. During the past three years, professional development has centered on two key threads of literacy and socioemotional well-being. Many students come to Costanoa deficient in reading and writing skills as evidenced by Measure of Academic Progress (MAP) and CAASP scores. Many students also come to Costanoa in need of strengthening socioemotional development and learning.

For the 2017-18 school year, there are three key strands of professional development focused on developing integrated thematic units, implementation of positive discipline and trauma informed care practices in the classroom, and effective use of Chromebooks. A facilitator from the Positive Discipline Community Resource Center is facilitating a six-session positive discipline series and providing coaching for two teachers. Teachers are also supported through teacher-principal meetings, group analysis of student writing assessments and data, and two rounds of peer observations. A .2 math coach is also supporting our math teacher with project-based learning development.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as indicated by student academic achievement. We work closely with our School Site Council (SSC) and staff to give extra help to students who need it. During the 2016-17 fiscal year, LCFF and federal funds were used to provide professional development that supported the staff in meeting our SPSA goals and carrying out our schoolwide action plan. This included hiring outside experts from the Central California Writing Project and the Positive Discipline Resource Center to provide literacy and positive discipline training. Additionally, these funds were used to purchase supplementary instructional materials and needed technology hardware and software for the classroom. These technology purchases have ensured that each teacher has a fully-stocked Chromebook cart for student use. Funds were also spent to ensure student access to numerous educational field trips.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Costanoa Continuation High School	2013-14	2014-15	2015-16
Dropout Rate	20.4	14.1	15.9
Graduation Rate	55.1	60.94	65.91
Santa Cruz City Schools	2013-14	2014-15	2015-16
Dropout Rate	4.2	3.9	4.2
Graduation Rate	91.92	89.71	92.51
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,126	\$1,966	\$10,160	\$53,669
District	♦	♦	\$6,111	
State	♦	♦	\$6,574	
Percent Difference: School Site/District			66.3	4.8
Percent Difference: School Site/ State			54.5	

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	55
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	78.85	95.3	87.11
Black or African American	50	73.33	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	78.95	92.8	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	88.89	97.25	90.99
Two or More Races	66.67	100	90.59
Socioeconomically Disadvantaged	81.58	91.94	85.45
English Learners	72.73	71.19	55.44
Students with Disabilities	88.89	92.86	63.9
Foster Youth	100	100	68.19

Career Technical Education Programs

All Santa Cruz City Schools' students have access to CTE/ROP classes at high schools throughout the county. These career technical education courses (CTE, formerly known as vocational education) are open to all Costanoa students. For the 2016-17 school year, Costanoa offered two courses: Agriculture Production and Early Childhood Education. Approximately, 45 students were enrolled in the Ag Production class, and 10 students were enrolled in the Early Childhood Education class.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.