



Costanoa Continuation High School/Branciforte Small Schools Campus

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades 9-12
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**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



Santa Cruz City Schools
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Educational Services**

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**Assistant Superintendent
Business Services**

Molly Parks
**Assistant Superintendent
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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.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 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.

INSPIRED PURPOSE-We personalize education for every student.

MISSION-We are a small and diverse community that supports students' academic and personal growth. Students learn through integrated thematic instruction, participate in experiential learning, develop a foundation in positive socioemotional practices, and build connections to Cabrillo College.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	2
Grade 10	17
Grade 11	22
Grade 12	48
Total Enrollment	89

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.0
Asian	1.1
Filipino	0.0
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.0
White	27.0
Socioeconomically Disadvantaged	71.9
English Learners	14.6
Students with Disabilities	18.0
Foster Youth	4.5

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			
	16-17	17-18	18-19
Costanoa Continuation High			
With Full Credential	5	7	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools			
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Costanoa Continuation High	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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 Instructional Materials (School Year 2018-19)

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 Integrated 1, 2, & 3 - CPM Adopted 2016 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%

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
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 11/16/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	RM 22: SINK DRAINS SLOW
Interior: Interior Surfaces	Good	RM 23: BROWN CABINET NEEDS TO BE ANCHORED RESOURCE CENTER: TWO BROWN BOOKSHELVES NEED TO BE ANCHORED, CABINET IN RESTROOM NEEDS TO BE ANCHORED PALAZZO STUDIO: GREEN SHELVES NEED TO BE ANCHORED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	PALAZZO STUDIO: NO PHONE RM 2: NO PHONE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM 21: HOT WATER HANDLE IS BROKEN
Safety: Fire Safety, Hazardous Materials	Good	ADMIN OFFICE: NO FIRE EXTINGUISHER
Structural: Structural Damage, Roofs	Good	RM 2: DAMAGED FLOOR BY THE SINK
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 21: BROKEN DOOR STOPPER RM 22: WINDOWS NEED BLINDS
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	8.0	18.0	59.0	60.0	48.0	50.0
Math	0.0	0.0	42.0	41.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

* 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.

School Year 2017-18 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	25	22	88.00	18.18
Male	22	19	86.36	21.05
Female	--	--	--	--
Hispanic or Latino	16	15	93.75	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	16	14	87.50	7.14
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2017-18 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
Male	22	19	86.36	0
Female	--	--	--	--
Hispanic or Latino	16	15	93.75	0
White	--	--	--	--
Socioeconomically Disadvantaged	16	14	87.5	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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. The School Site Council also serves as our site's bond oversight committee. Members are able to give input into school bond projects planned for our site.

Parents are expected to be actively involved in their child's education by attending three mandatory parent-teacher-student conferences each year. Student advisors' share academic and graduation progress. To become more involved, parents may 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 School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. Goal one in our 2018-19 plan is to continue to implement trauma-informed care strategies in the classroom with a focus on implementation of neurosequential model tenets into lessons, 1:1 meetings, and school structure. We will also begin to explore restorative justice practices around community building. We will undertake a number of actions to meet this goal. We will continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

The second goal in our 2018-19 plan is to develop a comprehensive plan to deal with issues of homelessness impacting our school site. We will undertake a number of actions to meet this goal. We will create a morning safety checklist and a protocol for dealing with homeless issues that arise when school is not in session. We will also monitor time spent dealing with issues of homelessness during the 2018-19 school year to serve as a baseline. Finally we will work with the Santa Cruz Homeless Services Center and the School Resource Officer to review our safety checklist and proposed response to issues of homelessness.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	5.0	7.4	5.8
Expulsions Rate	0.0	0.8	0.7
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	3.5	3.2
Expulsions Rate	0.4	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	92

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	12.0	12.0		10	11							
Mathematics	12.0	11.0		22	24							
Science	14.0	12.0	1.0	17	19	1						
Social Science	14.0	13.0		33	33			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 school connectedness. 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 2018-19 school year, there are three key strands of professional development focused on developing and carrying out integrated thematic units, implementing restorative justice practices, and developing academic vocabulary tied to ELD standards. A facilitator from SEEDS Community Resolution Center is leading 18 hours of professional development around restorative justice. The restorative justice leadership team is also receiving 20 hours of coaching throughout the year. Teachers are also supported through teacher-principal meetings, group analysis of student writing assessments and data, and two rounds of peer observations. SCCS' English Learner Instructional Tech is leading 7.5 hours of integrated ELD professional development with a focus on developing students' academic vocabulary acquisition.

FY 2016-17 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 (SPSA) 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 provide extra academic and socioemotional support to students. During the 2017-18 fiscal year, LCFF and federal funds were used to provide extra staffing that supported us in attempting to meet our SPSA goals and to carry out our schoolwide action plan. This included hiring a bilingual paraprofessional to support students with low levels of English proficiency and adding .2 FTE to a teacher's work load to maintain smaller class sizes. Additionally, these funds were used to purchase supplementary instructional materials. 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	2014-15	2015-16	2016-17
Dropout Rate	14.1	15.9	21.6
Graduation Rate	60.9	65.9	56.8
Santa Cruz City Schools	2014-15	2015-16	2016-17
Dropout Rate	3.9	4.2	5.9
Graduation Rate	89.7	92.5	89.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

FY 2016-17 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	◆	◆	\$7,125	
Percent Difference: School Site/District			66.3	4.8
Percent Difference: School Site/ State			54.5	

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	58.8	91.2	88.7
Black or African American	50.0	100.0	82.2
American Indian or Alaska Native	0.0	83.3	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	57.7	86.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
White	63.2	93.6	92.1
Two or More Races	50.0	93.8	91.2
Socioeconomically Disadvantaged	55.3	86.9	88.6
English Learners	57.1	63.8	56.7
Students with Disabilities	66.7	77.3	67.1
Foster Youth	33.3	75.0	74.1

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 ROP) are open to all Costanoa students. For the 2017-18 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 <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).

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.