Costanoa Continuation High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 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.
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.
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.

2023-24 School Contact Information

School Name	Costanoa Continuation High School
Street	840 North Branciforte Ave.
City, State, Zip	Santa Cruz, CA 95062
Phone Number	(831) 429-3898
Principal	Clyde Curley
Email Address	clydecurley@sccs.net
School Website	https://bssc.sccs.net/
County-District-School (CDS) Code	44698234436960

2023-24 District Contact Information

District Name	Santa Cruz City Schools
Phone Number	(831) 429-3410
Superintendent	Kris Munro
Email Address	krismunro@sccs.net
District Website	www.sccs.net

2023-24 School Description and Mission Statement

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 of 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 standards in all subjects and to complete required credits for graduation, 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.

Costanoa entered Comprehensive Support and Improvement status based on data from 2018-19. In response to CSI and school closure from the pandemic, Costanoa has implemented multiple intervention strategies including transitioning to models of co-teaching in Project-Based Learning classrooms with coaching; adding Instructional, Restorative Justice and Math coaches; adding hours for a Mental Health counselor; providing professional development in PBL and Restorative Justice; extending enrichment opportunities for students; additional time for teacher collaboration; additional staffing for supporting students during Distance Learning at in-person cohorts; to name a few. Costanoa left CSI status in 2023-24.

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	8
Grade 11	22
Grade 12	59
Total Enrollment	90

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.6%
Black or African American	3.3%
Hispanic or Latino	73.3%
Two or More Races	3.3%
White	20%
English Learners	24.4%
Migrant	1.1%
Socioeconomically Disadvantaged	61.1%
Students with Disabilities	40%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.70	82.22	169.00	79.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.20	13.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.10	1.01	12115.80	4.41
Unknown	0.80	17.78	11.20	5.27	18854.30	6.86
Total Teaching Positions	4.50	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.10	63.93	185.10	78.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.20	0.95	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	36.07	41.00	17.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.70	2.03	11953.10	4.28
Unknown	0.00	0.00	1.30	0.58	15831.90	5.67
Total Teaching Positions	4.90	100.00	234.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	43.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.2	21

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Inside Writing: Grade 9 - Great Source Adopted 2006	Yes	0%
Mathematics	Integrated 1, 2, & 3 - CPM Adopted 2016	Yes	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	Yes	0%
History-Social Science	World: History, Cutlture, & Geography - The Modern World 3/24/21 McGraw Hill United States History & Geography - Continuity & Change 3/25/21 McGraw Hill Principles of American Democracy 3/26/21 McGraw Hill Principles of Economics 3/27/21 McGraw Hill	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%

School Facility Conditions and Planned Improvements

Costanoa is located in a beautiful and historic building on the Branciforte Small Schools Campus.

Year and month of the most recent FIT report	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	4	21	58	58	47	46
Mathematics (grades 3-8 and 11)	0	4	36	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	30	24	80.00	20.00	20.83
Female	14	9	64.29	35.71	--
Male	16	15	93.75	6.25	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	19	82.61	17.39	5.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	16	80.00	20.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	30	23	76.67	23.33	4.35
Female	14	8	57.14	42.86	--
Male	16	15	93.75	6.25	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	19	82.61	17.39	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	15	75.00	25.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.33	7.14	32.47	38.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	28	90.32	9.68	7.14
Female	--	--	--	--	--
Male	21	20	95.24	4.76	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	23	92.00	8.00	4.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

All Santa Cruz City Schools' students have access to CTE classes at high schools throughout the county. These career technical education courses (CTE, formerly known as ROP) are open to all Costanoa students.

Since the 2017-18 school year, Costanoa had offered two courses: Agriculture Production and Early Childhood Education. Due to staffing changes, Costanoa offers one CTE course in Sustainable Agriculture. In addition, Costanoa students work with a part-time CTE counselor who administers surveys such as Naviance and other career-interest questionnaires. In 2022-2023, 20 Costanoa students are enrolled at CTE courses at other campuses including Construction , Culinary Arts, and Small Engines.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 the office at (831) 429-3898.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	12.9	13.5	23.7	7.3	3.6	5.6	9.4	7.8	8.2
Graduation Rate	82.3	83.8	76.3	90.5	93.5	93	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	38	29	76.3
Female	15	11	73.3
Male	23	18	78.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	31	25	80.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	11	9	81.8
Foster Youth	0	0	0.00
Homeless	--	--	--
Socioeconomically Disadvantaged	30	25	83.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	130	101	75	74.3
Female	58	43	37	86.0
Male	71	57	37	64.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	5	3	2	66.7
Filipino	1	1	1	100.0
Hispanic or Latino	93	74	51	68.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	5	5	100.0
White	24	18	16	88.9
English Learners	32	25	16	64.0
Foster Youth	1	1	1	100.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	85	66	50	75.8
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	49	24	20	83.3

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.71	1.48	8.46	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.13	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.46	0
Female	5.17	0
Male	11.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.6	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	12.5	0
English Learners	12.5	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.24	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.04	0

2023-24 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. A goal in our 2022-23 plan is to continue to implement Trauma-Informed practices in classrooms and among staff and parents. We continue to implement practices from our past years of intensive professional development in Positive Discipline in the Classroom and Restorative Justice. We undertake a number of actions to meet this goal: 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	50	0	0	1
Mathematics	21	1	1	0
Science	29	1	0	1
Social Science	32	2	0	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	128.57

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,741	$5,889	$10,852	$71,097
District	N/A	N/A	$8,457	
Percent Difference - School Site and District	N/A	N/A	24.8	16.8
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	48.8	-14.8

Fiscal Year 2022-23 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 provide extra academic and socioemotional support to students. In the 23-24 academic year CSI grant, LCFF, LCFF Supplemental, Title 1, and donations funded a half time mental health specialist; contracts with enrichment programs; a bi-lingual paraeducator; coaching and membership in the Alt. Schools Sports League; professional development in youth mental health; extra hourly for certificated staff to hold additional parent-teacher conferences; books and supplies.

During the 20-21 fiscal year, LCFF, Title 1, ESSER, and CSI Grant funds supported staffing for small outdoor learning cohorts during Distance Learning, materials and supplies, licenses to online learning formats, Chromebooks, coaching in Restorative Justice, and professional development and coaching in Project Based Learning. During the 2019-20 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 adding a bilingual paraprofessional to support students with low levels of English proficiency and adding .2 FTE to the CTE 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 and enrichment opportunities.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Costanoa staff meets twice a month for one hour to focus on continuous professional growth related to social/emotional 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 CAASPP scores. Many students also come to Costanoa in need of strengthening social/emotional development and learning.

In 2023-24 teachers are learning about and implementing PBIS systems; building common formative assessments in all subject areas; teaching summary writing; implementation of CCGI survey; and general curriculum development to meet the credit and interest needs of the students.

In 2022-23 teachers implemented standards-based instruction in all subject areas as dictated by students' credit earning needs. Costanoa restructured its faculty to include single-subject courses in Algebra, US and World History, and English Language Arts to satisfy graduation requirements. Staff is involved in year one of a WASC self-study which will surface recommendations for professional development in subsequent academic years. The school is implementing professional development in PBIS practices, Trauma Informed and restorative justice practices, and continue to work towards equitable discipline policies and practices. With changes in staffing Costanoa is restructuring its CTE offerings and a teacher is in a program to complete CTE credentialing.

In 2021-22 teachers continued to implement Project Based Learning planning and implementation, new and continuing staff participated in a 3-day in person training with Project 101, agreements on supporting student well-being are being developed, and staff is using a High-Impact Instructional Strategy Toolkit and focusing on Teacher Clarity, Feedback, and Goal Setting.

In 2020-21, teachers had multiple opportunities for professional development. 1. Teachers participated in District and County PD opportunities for effective distance learning tools and practices. 2. School staff participated in a three-day Project Based Learning 101 (Buck Institute) training that illuminated the structures and processes of planning project-based lessons and units. Continual support is available through PBL 101 staff coaching, and consultation with veteran teachers. 3. Through the Language Review Team process, teachers continue to expand their toolboxes of strategies to support English language learning students.

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continues to learn about Trauma

Professional Development

informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neurosequential Model in lesson planning.

For the 2018-19 and the 2019-20 school year, there were 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 led 18 hours of professional development around restorative justice. The restorative justice leadership team received 20 hours of coaching throughout the year. Teachers were 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 led 7.5 hours of integrated ELD professional development with a focus on developing students' academic vocabulary acquisition.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	13	13