School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Costanoa Continuation High School
Address	840 North Branciforte Ave. Santa Cruz, CA 95062
County-District-School (CDS) Code	44698234436960
Principal	Clyde Curley
District Name	Santa Cruz City Schools
SPSA Revision Date	May 5, 2023
Schoolsite Council (SSC) Approval Date	May 8, 2023
Local Board Approval Date	August 16, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Vision:
All students have the confidence and skills to pursue their post-high school goals.

Mission:
We cultivate a community where we are safe, valued and accountable to each other. Together we engage, educate and empower students to be their full selves - academically, socially and emotionally.

School Profile

Costanoa is a continuation high school for Santa Cruz City Schools and resides on the historic Branciforte Small Schools Campus at 840 North Branciforte Avenue, Santa Cruz, California. Costanoa students benefit from small class sizes and strong relationships with staff members. The school has identified the following student learner outcomes: Effective Communicators, Capable Graduates, Critical Thinkers, and Community Participants. Costanoa has a diverse student population that includes approximately 80 students in grades 10 - 12. In order to earn a diploma students must earn 190 credits. Costanoa is fully accredited by the Western Association of Schools and Colleges (WASC).

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

With a new Principal at the helm, 22-23 was a year to reset. This year, Costanoa also underwent a WASC visitation. Staff met weekly in either committee of the whole or in two teams to address the components of the report. This staff:
   •   analyzed California state dashboard data, local assessments, student information data regarding graduation, attendance, credits earned, and suspensions, and the results of a social emotional survey, student survey and parent survey;
   •   used the analysis of the data to identify ongoing student needs and questions to consider as the self study was completed;
   •   used the analysis of the data, student input through empathy interviews, their data analysis, and student surveys, and input from parent surveys to revise the Student Learning Outcomes; and,
   •   provided input on the development of the School Plan for Student Achievement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	2.1%	%	0%	2		0
African American	2.1%	4.88%	3.33%	2	4	3
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	62.8%	71.95%	73.33%	59	59	66
Pacific Islander	%	%	0%			0
White	28.7%	19.51%	20%	27	16	18
Multiple/No Response	4.3%	3.66%	3.33%	4	3	3
			Total Enrollment	94	82	90

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9			1
Grade 10		3	8
Grade 11	17	17	22
Grade 12	77	62	59
Total Enrollment	94	82	90

Conclusions based on this data:

1. Enrollment at Costanoa fluctuates during the year with new students arriving weekly during the second semester. At the same time, some seniors are leaving as they meet their graduation requirements and others leave to try another alternative setting. The numbers this year include students who have left due to graduation or transfer to another school.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	22	17	22	23.40%	20.7%	24.4%
Fluent English Proficient (FEP)	29	31	35	30.90%	37.8%	38.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number of English Learners is continuing to slowly increase.

2. Nearly 25% of the Costanoa student body are still classified as English Learners. Nearly all of these students are long-term LEP. This indicates a need for integrated ELD professional learning.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26	37		10	25		10	23		38.5	67.6	
All Grades	26	37		10	25		10	23		38.5	67.6	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2436.		*	0.00		*	4.35		*	17.39		*	78.26	
All Grades	N/A	N/A	N/A	*	0.00		*	4.35		*	17.39		*	78.26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. In the 2021-22 school year, 67% of enrolled students participated in CAASPP ELA testing.

2. In the 2021-22 school year, 78% of students tested in ELA scored standard not met.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26	38		10	24		10	24		38.5	63.2	
All Grades	26	38		10	24		10	24		38.5	63.2	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2409.		*	0.00		*	0.00		*	0.00		*	100.0	
All Grades	N/A	N/A	N/A	*	0.00		*	0.00		*	0.00		*	100.0	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. In the 2021-22 school year, 63% of enrolled students participated in CAASPP math testing.

2. In the 2021-22 school year, 100% of students tested in Math scored standard not met.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		5	8	
12	*	*		*	*		*	*		4	7	
All Grades										12	18	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	18.18	0.00		27.27	27.78		54.55	50.00		0.00	22.22		11	18	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	36.36	16.67		54.55	55.56		9.09	22.22		0.00	5.56		11	18	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		18.18	5.56		36.36	50.00		45.45	44.44		11	18	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	9.09	0.00		63.64	72.22		27.27	27.78		11	18	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	90.91	66.67		9.09	27.78		0.00	5.56		11	18	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		54.55	27.78		45.45	72.22		11	18	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		90.00	88.89		10.00	11.11		10	18	

Conclusions based on this data:

1. Integrated ELD professional development needs to be a continued effort at Costanoa.

2. In the 2021-22 school year, 67% of students tested scored Well Developed in Speaking.

3. In the 2021-22 school year, 72% of students tested scored Somewhat/Moderately Developed in Listening.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
82	**61.0**	**20.7**	**2.4**
Total Number of Students enrolled in Costanoa Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	20.7
Foster Youth	2	2.4
Homeless		
Socioeconomically Disadvantaged	50	61.0
Students with Disabilities	37	45.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	4.9
American Indian		
Asian		
Filipino		
Hispanic	59	72.0
Two or More Races	3	3.7
Pacific Islander		
White	16	19.5

Conclusions based on this data:

1. 61% of students qualify for free or reduced price lunch indicating socioeconomic disadvantage.

2. 20% of students are learning English as another language.

3. 72% of students identify as Hispanic.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** Medium	**Suspension Rate** Low
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

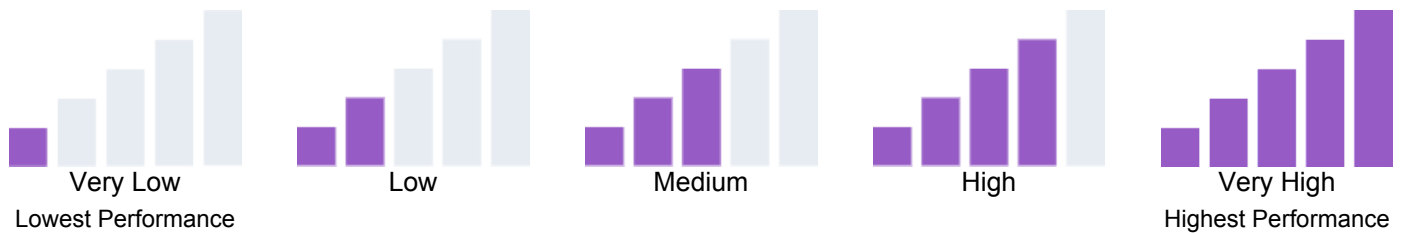**1.** Graduation rate has increased and Costanoa has exited CSI status.

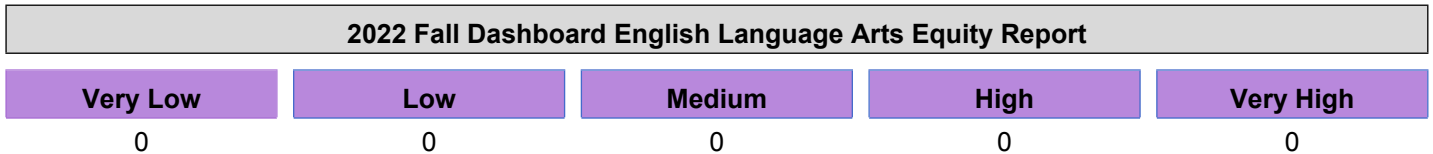# School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
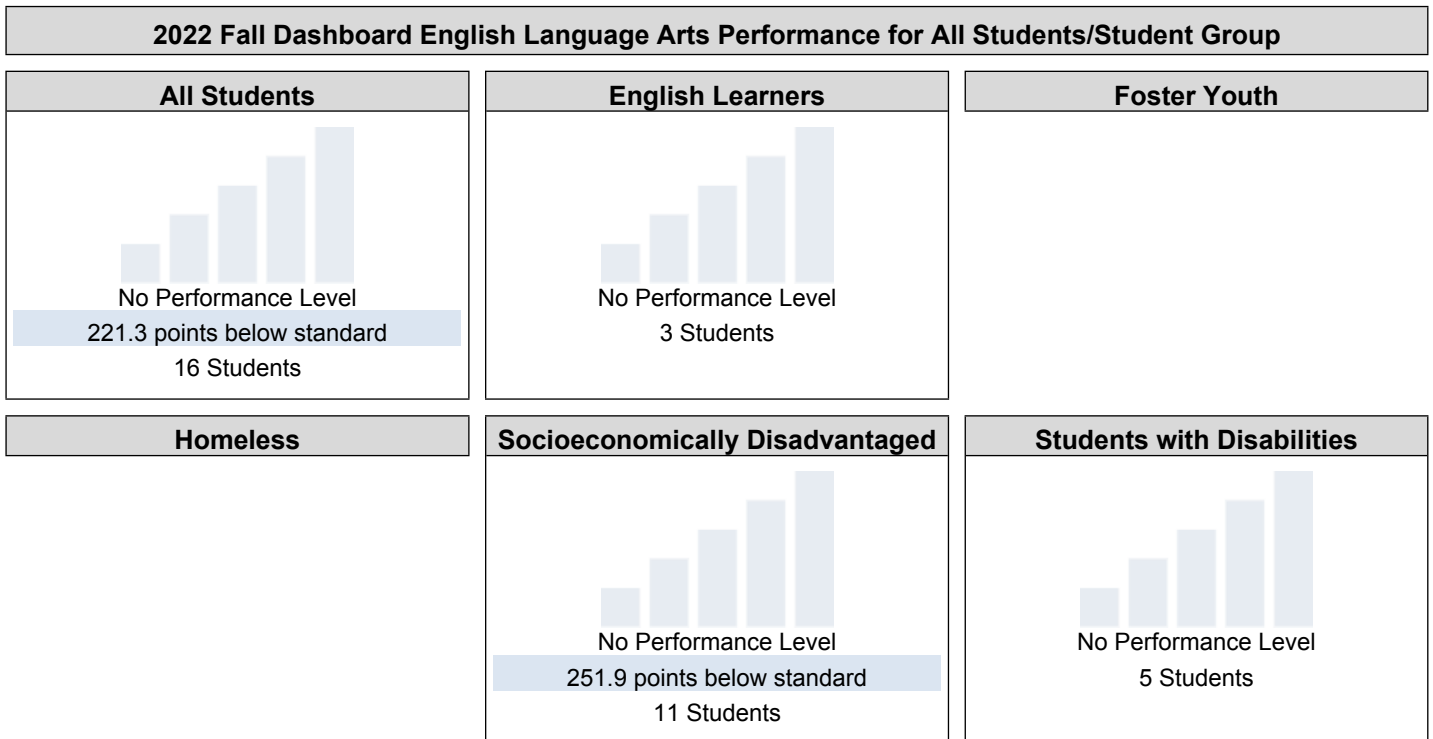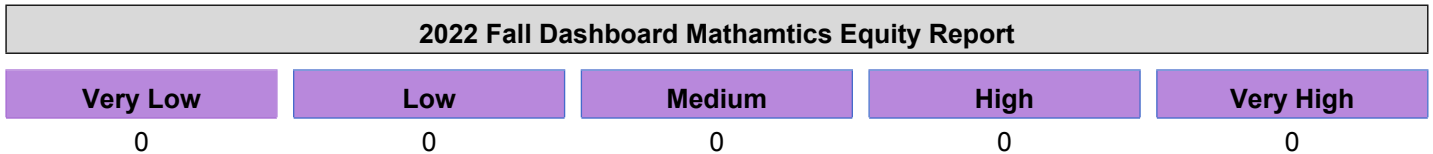
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

| 2022 Fall Dashboard English Language Arts Equity Report |

Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group |

All Students	English Learners	Foster Youth
No Performance Level 221.3 points below standard 16 Students	No Performance Level 3 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 251.9 points below standard 11 Students	No Performance Level 5 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 205.3 points below standard 12 Students			No Performance Level 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	0 Students	6 Students

Conclusions based on this data:

1. English Language Arts performance indicates an achievement gap between All Students and Socioeconomically Disadvantaged students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
No Performance Level	No Performance Level	
235.9 points below standard	2 Students	
17 Students		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level	No Performance Level
	237.2 points below standard	6 Students
	13 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

No Performance Level

228.4 points below standard

13 Students

White

No Performance Level
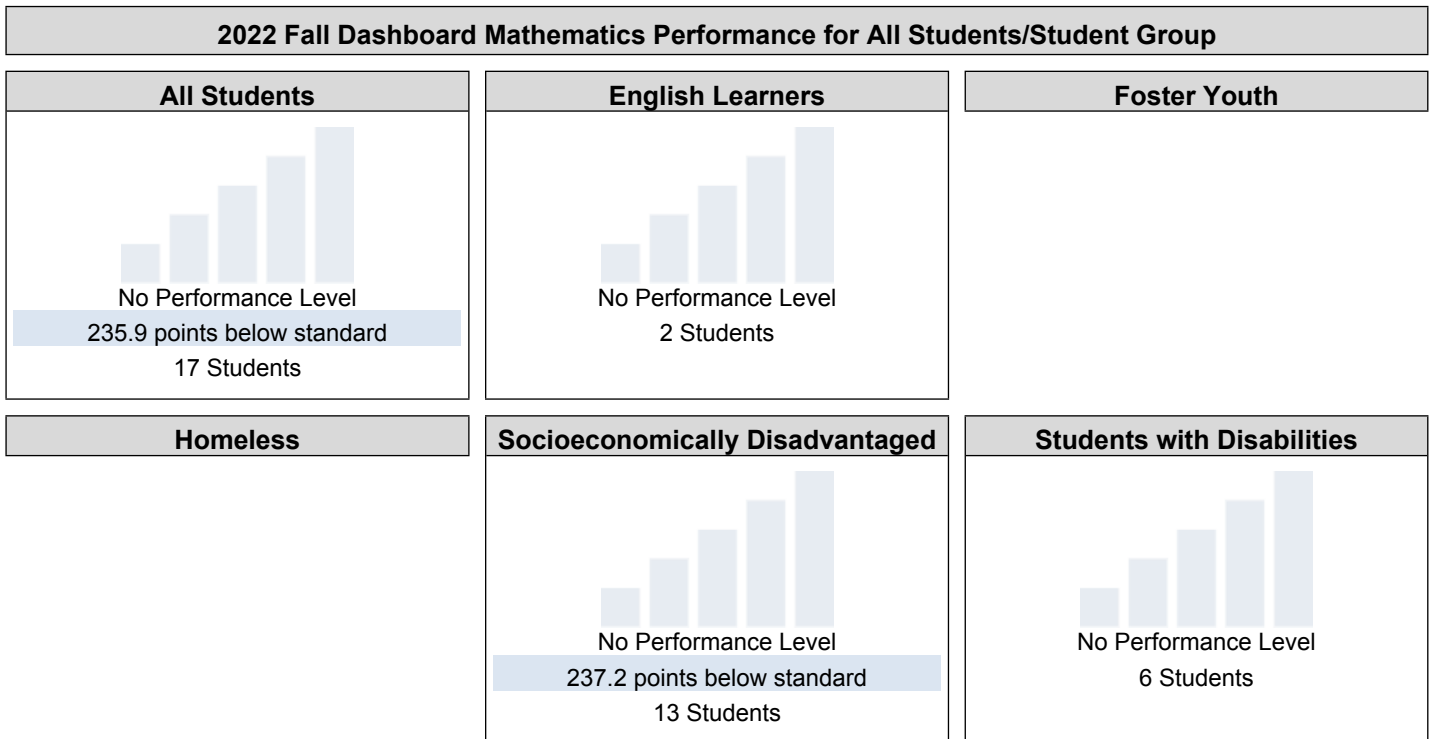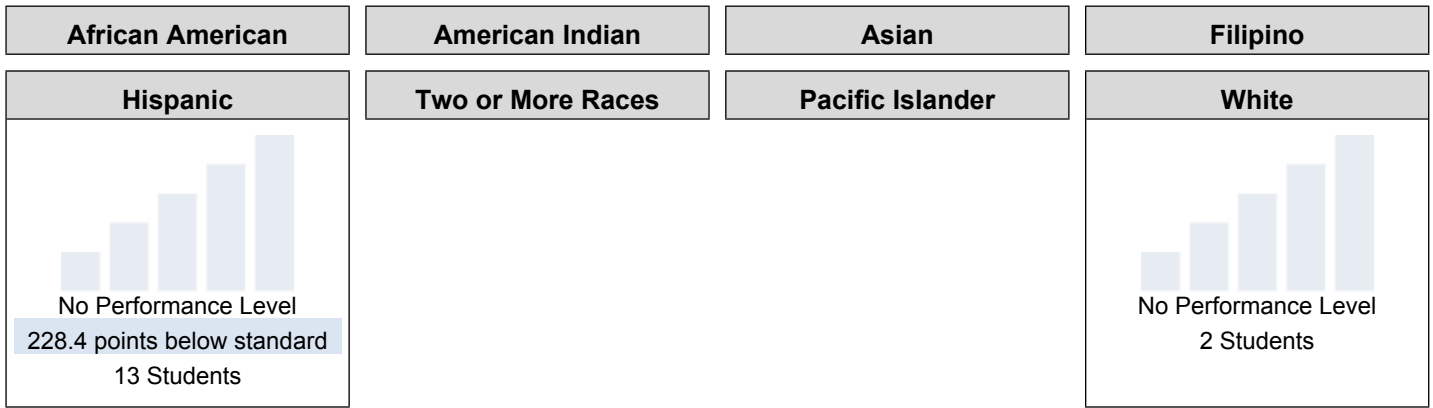
2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
2 Students	0 Students	7 Students

Conclusions based on this data:

1. Math performance indicates student achievement significantly below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
33.3 making progress towards English language proficiency
Number of EL Students: 15 Students
Performance Level: No Performance Level
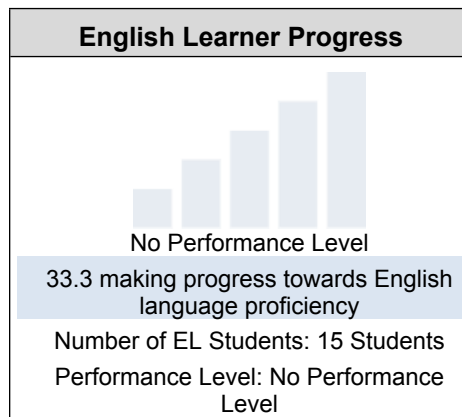
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
46.7%	20.0%	0.0%	33.3%

Conclusions based on this data:

1. Increasing student talk and academic language should continue to be a focus at Costanoa.

2. The language review team must continue to focus on ways to support English learners during the fall and spring meetings.

3. More than half of all English learners maintained or progressed at least one level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
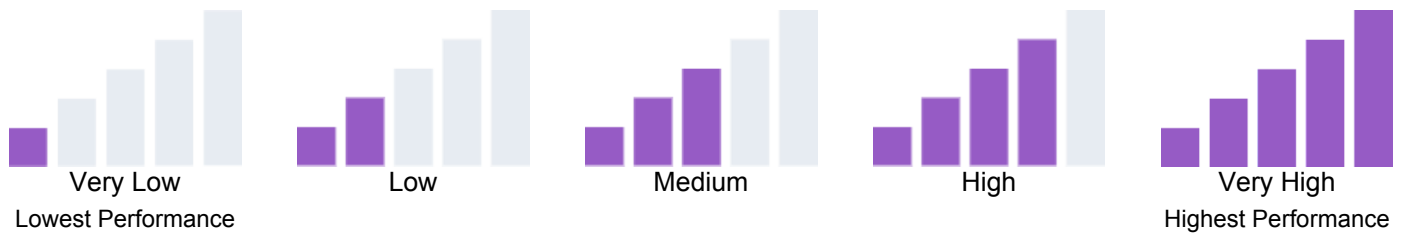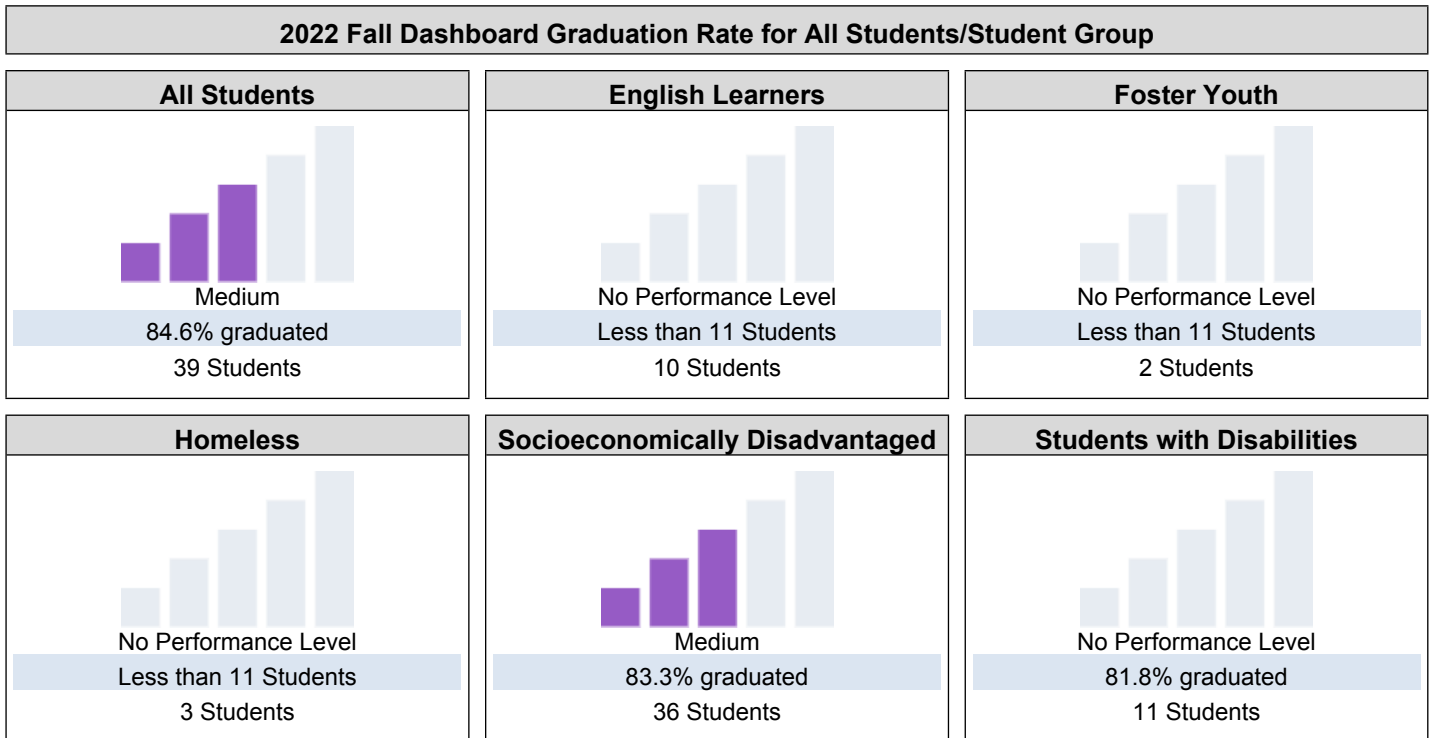
Conclusions based on this data:

1. Costanoa is not sufficiently preparing students for college and career. We have discovered that while some students are accessing some CTE courses, specifically Sustainable Agriculture, this has not been appropriately reported due to logistic issues with how Costanoa records credits. This issue is being worked on. Never the less, students would benefit from an increased emphasis on CTE pathways.

2. Costanoa students would benefit by increased connection to Cabrillo College - our local community college.

School and Student Performance Data
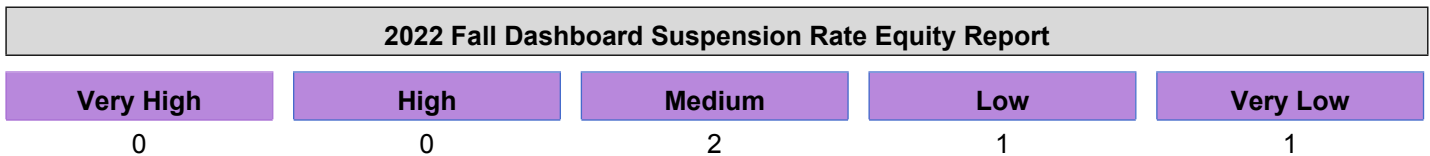
Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
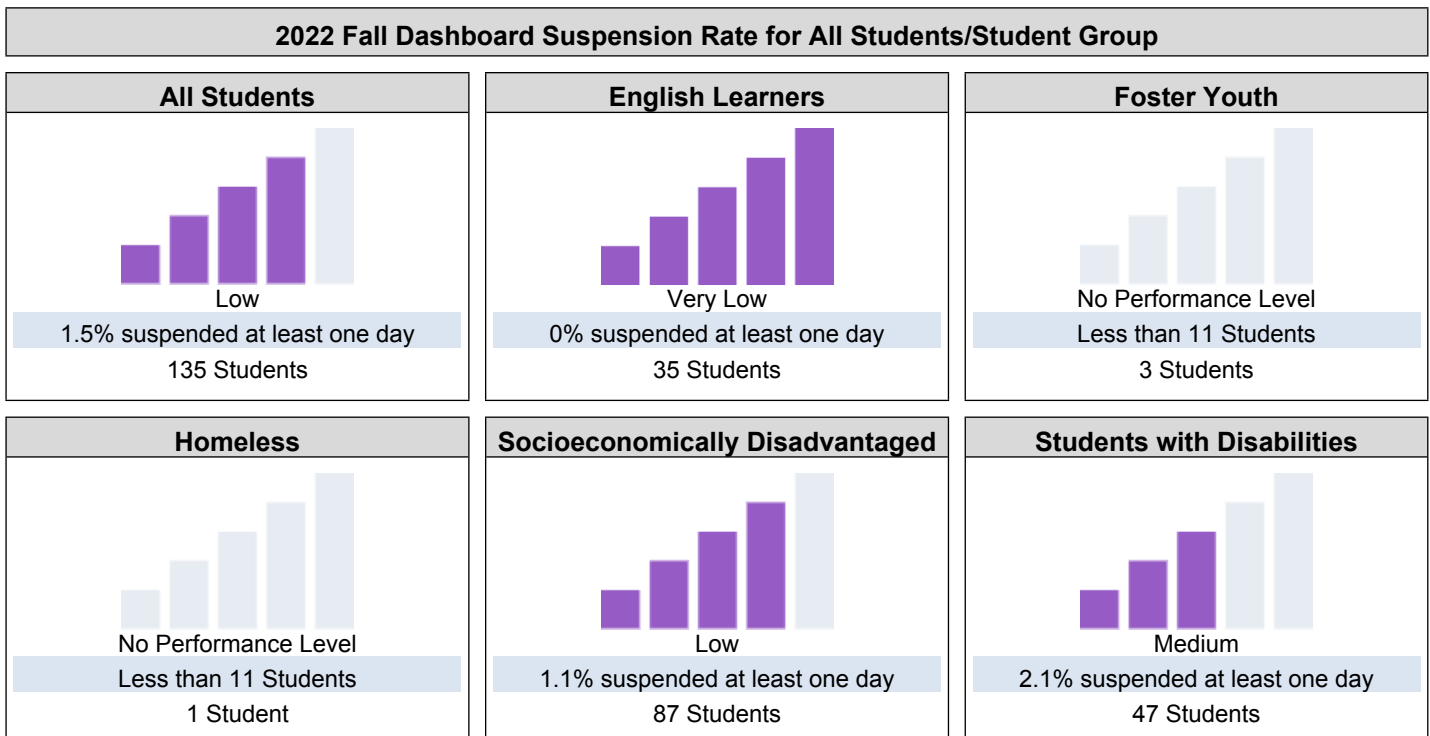
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
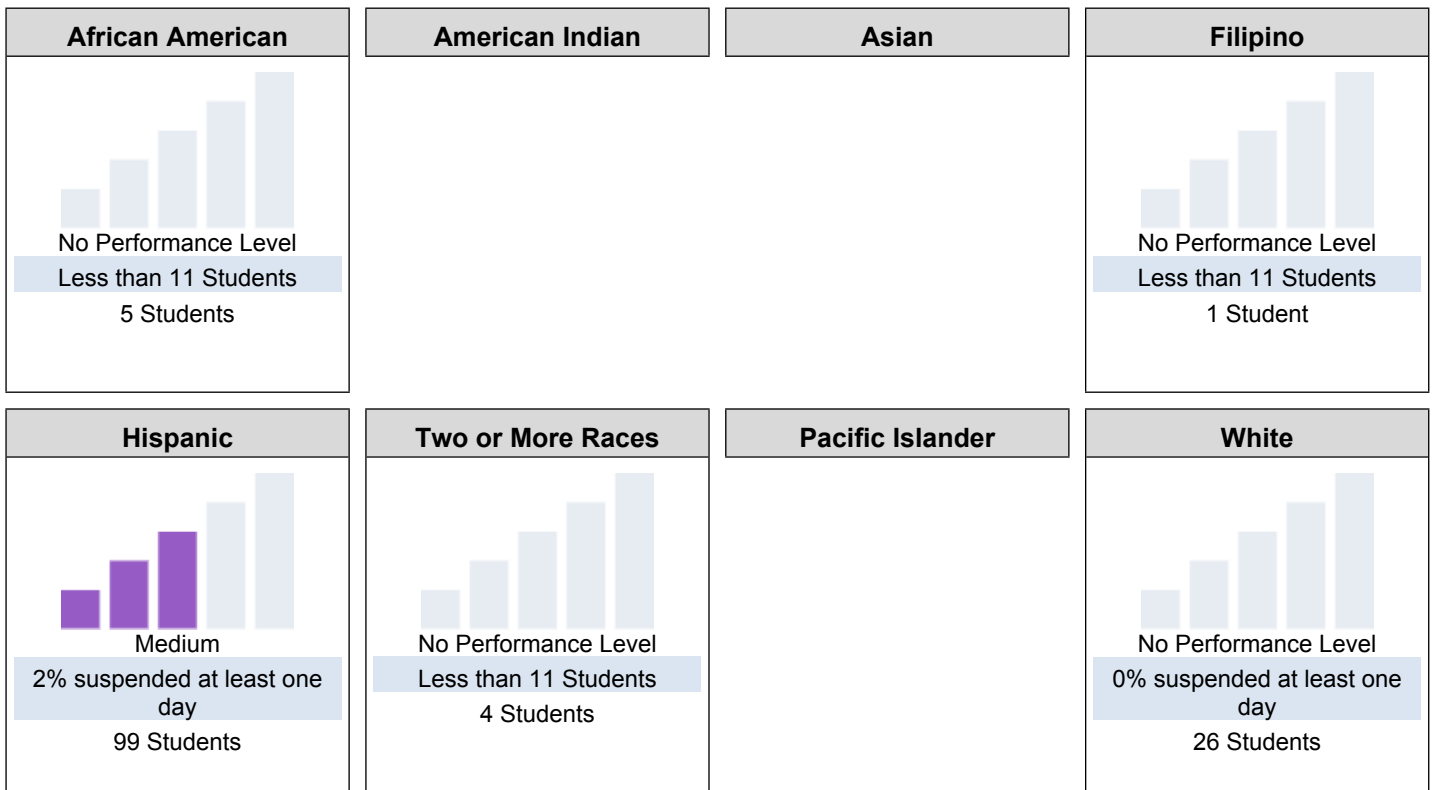
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no data from which to draw conclusions.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	0	0
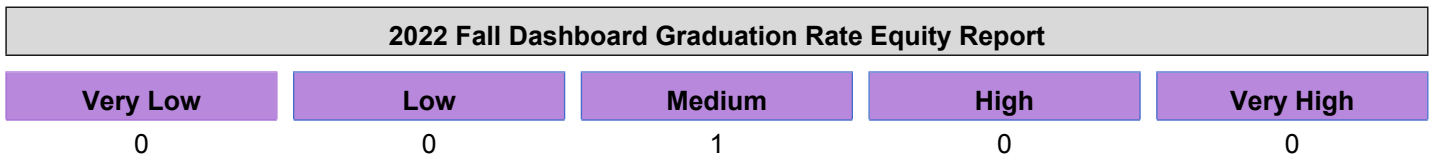
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	No Performance Level
84.6% graduated	Less than 11 Students	Less than 11 Students
39 Students	10 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	No Performance Level
Less than 11 Students	83.3% graduated	81.8% graduated
3 Students	36 Students	11 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level			
Less than 11 Students			
1 Student			

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level		No Performance Level
81.5% graduated	Less than 11 Students		Less than 11 Students
27 Students	1 Student		10 Students
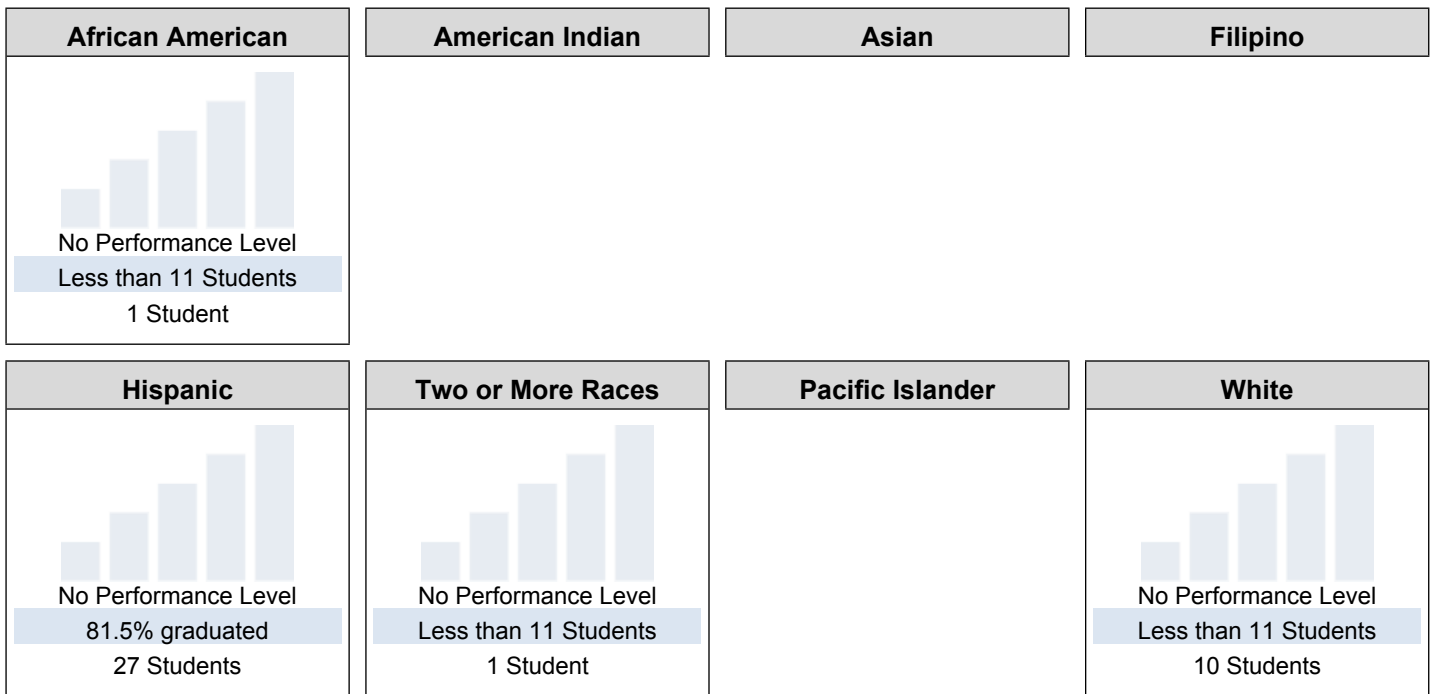
Conclusions based on this data:

1. The overall graduation rate has increased.

2. These numbers would probably be lower without the benefit of AB 104. Costanoa needs to continue to put efforts into increasing student engagement, attendance and thus graduation.

3. Costanoa has been able to exit CSI status.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	2	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
1.5% suspended at least one day	0% suspended at least one day	Less than 11 Students
135 Students	35 Students	3 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Medium
Less than 11 Students	1.1% suspended at least one day	2.1% suspended at least one day
1 Student	87 Students	47 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level			No Performance Level
Less than 11 Students			Less than 11 Students
5 Students			1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level		No Performance Level
2% suspended at least one day	Less than 11 Students		0% suspended at least one day
99 Students	4 Students		26 Students

Conclusions based on this data:

1. While there have been few suspensions this year as well, with multiple changes in staff and administration, there have been increased incidences of defiance and use of cell phones. Restoring clear expectations with consistent follow through is a priority.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

School Connectedness

Goal Statement

All students will feel connected to their school. Improve students' feelings of well-being, safety, and community through implementation of Positive Behavior Interventions and Supports, tenets and practices of Trauma-informed, Neuro-Resilient schools as measured by maintaining or improving attendance rates, and parent and student surveys.

LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

WASC Area of Growth: The school is in process to develop a multi-year plan to embed PBIS, Trauma Informed policies and practices, Restorative Justice strategies and Social Emotional development skill building to support student engagement, belonging, respectful behavior, and mental health. In addition, CHS monthly attendance rates have continued to hover between 80% and 88% over the past four years. We must continue to encourage better attendance among a significant number of students. Anecdotal data provided by counselors and advisors also indicates that most CHS students are dealing or have dealt with significant trauma and/or challenges in their lives. These trauma and challenges greatly impact some students' ability to succeed academically and attend school regularly. It is CHS' plan to implement key restorative practices (i.e. community circles and conflict resolution questions) to provide students with more socioemotional learning opportunities so that they are better equipped to deal with challenges they face now or will face in the future. Students' attendance and mental health is very closely related to academic performance and credit earning at Costanoa.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Attendance Data	70% of Costonoa students currently meet the definition of chronically absent. 33% of Costanoa students were considered chronically absent in the 2020-21 school year. 39% of Costanoa students were considered chronically absent in the 2018-19 school year.	> 30% chronically absent
Annual mid-year parent and student survey	In March of 2023: 92% of students felt safe (66% agree, 26% strongly agree), 91% of students have an adult they feel safe talking to (50% agree, 41% strongly agree). 79% of parents feel their student is safe from	The percent of students and parents who indicate that CHS is a safe place and the percent of students who have an adult they can talk to will be 90% or more. The rate of students who strongly agree will increase to 20%.

Metric/Indicator	Baseline	Expected Outcome
	violence or bullying at CHS (15% unsure or N/A). In April of 22, 100% of parent respondents felt their students were safe on campus, and 92% of students felt safe, (83% agree, 9.4% strongly agree). Additionally, 89% have an adult on campus they feel safe talking to, (75.5% agree, 13.2% strongly agree).. In February of 2021, 89% of parents said they felt their students were safe on campus. In the April 2022 LCAP parent survey, 100% of the parent responses indicate that they "feel that my student is safe from violence or bullying" and that "that all types of students are welcome at CHS." Seventy-seven percent feel "Costanoa's rules are enforced consistently and fairly." Due to distance learning, there was no questions about safety on campus last year.	
Suspension Rate	12.2% of students were suspended in the 2018-19. This dropped to 10% in the 19-20 year. There were no suspensions during distance learning and there was < 5% suspensions in the 21/22 school year. Due to changing administration this number may be low.	Less than 5% of students will be suspended.
Use of Trauma Informed Strategies in the classroom	On the spring 2023 student survey 95% of students indicate they have strategies that can help them self regulate (81% agree, 14% strongly agree).	On the spring student survey, 95% of students indicate they use self-regulation strategies and at least 20% will strongly agree.
Community circle effect on connection, trust and safety.	In March of 2023, 54% of students agreed that community circles in advisory help build connection, trust and safety. All students at Costanoa enrolled for a full semester participated in at least 4 community circles during the 2019-20 school year. In the 2021-22 school year, 75% of students participated in weekly community circles.	The percentage of students that agree that community circles in advisory build connection, trust and safety will increase by 10%.

Planned Strategies/Activities

Strategy/Activity 1

Implement Positive Behavior Interventions and Supports (PBIS) program in order to provide and promote a positive school climate and culture.

Students to be Served by this Strategy/Activity

All students

Timeline

23-24

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Posters, Incentives, Assemblies, Materials for PBIS Program

Amount	2000
Source	Title IV Part A: Student Support and Academic Enrichment
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Trauma sensitive school coaching, PBIS coaching, Restorative Justice coaching

Amount	800
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Calciano Symposium for 10 staff members (Title 1 PD)

Amount	6000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly pay for two summer planning days.

Amount	500
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Summer collaboration days. 4 days, 6 hours each day, 5 employees
Amount	3500
Source	Title I Part A: Professional Development (PI Schools)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provide professional development on PBIS, Trauma Informed Services, Restorative Practices, and Social Emotional Learning.

Strategy/Activity 2

Provide Tier 2 & 3 systems to support and monitor students with social, emotional, discipline and/or attendance concerns

Students to be Served by this Strategy/Activity

Students with attendance or discipline concerns.

Timeline

2023-24

Person(s) Responsible

Admin, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	5173
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Social Work Intern Stipend

Amount	150,957
Source	ESSER
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1.0 FTE Mental Health Specialist

Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for Mental-Health Specialist and wellness center

Strategy/Activity 3

Students have multiple opportunities to expand their connections to school and peers through art, sports, leadership, clubs and other extra-curricular activities, (Mountains to Sea, Food What?)

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Admin, attendance/counseling team members, teachers, counselors, students

Proposed Expenditures for this Strategy/Activity

Amount	9,900
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.125 enrichment FTE

Amount	9,900
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.125 enrichment FTE

Amount	15,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Mountains to Sea contract

Amount	15316
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Connected/Leadership 0.1 FTE

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject
College and Career Readiness

Goal Statement
Promote college and career readiness by engaging students in relevant and high quality instruction and curriculum.

LCAP Goal
Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Basis for this Goal
WASC Areas of Growth: CHS will foster college and career readiness by engaging students in relevant and high quality instruction and curriculum. Continued growth in the CTE offerings supports this effort. CHS will build congruence between the new Student Learning Outcomes, coursework standards and college readiness indicators. CHS needs to develop a system of providing feedback beyond credit attainment (giving actual letter grades) while accelerating reading, writing, and math skills for all students. Build strategies to support students' perseverance with critical thinking skills and quality work. Provide communication to parents about academic skills beyond credit completion.
Analysis of academic achievement data indicates a continued need to improve literacy skills to promote academic achievement for all students. State CAASPP assessments, ELPAC and the MAP-Reading results indicate that most students struggle with grade level writing tasks and reading material in the academic content areas.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Students will earn at least 25 credits each semester they are enrolled at Costanoa.	In 2022-23, Q2: 25/76 = 33%, Q3: 28/87=32%, Q4: 29/77=38% of students earned 12.5 credits or more for the quarter. In 2021-22, 75% of students enrolled for the entire 1st semester earned at least 25 credits. In 2020-21, 41% 25/60 students enrolled for the entire 1st semester earned at least 25 credits.	Fifty percent of students, who need 12.5 credits or more for graduation, enrolled for the entire quarter will earn at least 12.5 credits per quarter.
Students will participate in at least one project based learning experience, this may include a senior project exhibition	In the 2022-23 school year, three new teachers joined the staff. Every teacher had at least one Project Based Learning experience in their classroom.	75% experience at least one project based learning assignment or senior project

Metric/Indicator	Baseline	Expected Outcome
	The 2021-22 school year was our introduction to Project Based Learning. Two of our four teachers had to leave before the end of the year so the remaining two teachers implemented their first PBL assignment.	
Students enrolled in CTE courses	Eighty percent of 2022 seniors were enrolled in one or more CTE courses.	Ninety percent of seniors are enrolled in one or more CTE courses.
Students placed in workplace settings (internships, jobs, volunteer work)	No baseline data	25% of seniors participate in at least 20 hours of internship, volunteer work or employment connected to a career interest

Planned Strategies/Activities

Strategy/Activity 1

Reimplement Senior Project and Develop Sophomore/Junior Project

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Admin, SCIL leader, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for teachers to research, design, plan and implement senior project.

Strategy/Activity 2

Increase students' knowledge and skill for success in postsecondary education and employment through CTE courses and student internships/volunteer hours or employment

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Admin, teachers, SCIL leader

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	CTE Class Supplies

Amount	5000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Attend Model Continuation School Conference. Registration fees, travel expenses, release time.

Strategy/Activity 3

Redesign credit/grading system to align with demonstration of learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Admin,Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time to identify course outcomes, build units of study, design rubrics of achievement, communicate with students/families/staff.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Literacy

Goal Statement

Use Tier 1-3 strategies to advance student academic achievement through literacy development.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

WASC Area of Growth: CHS will lead efforts to accelerate reading, writing and math skills for all students. Additionally, CHS needs to improve EL college and career readiness through increased access to curriculum. The staff will build strategies to support students' perseverance with critical thinking skills and quality of work. CHS will communicate with parents about academic skills beyond credit completion to include feedback on quality of work and academic skills. There needs to be a continued focus on English learner academic progress and achievement. The high percentage of English learners and fluent English proficient students at Costanoa demonstrates a need to utilize integrated ELD instructional strategies. CHS bilingual instructional paraprofessional must continue to be used to support English learners with lower levels of English proficiency.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reading assessment (MAP)	In 22-23: 54% of students with two scores met their growth target. In 21-22: It is difficult to determine with any specificity. Few students have scores from Spring 21 and spring 22. Comparing those that do as well as those with Fall 21 and Spring 22 - only 27% (7/26) show 1 or more years of growth In 20-21: 50% of the students assessed improved their reading comprehension by one grade level as measured by the RIT to Lexile measure correlation.	At least 60% of students will meet their expected growth targets on the ELA assessment
Reading assessment (MAP)	In 2019-20, 28.5% (2/7 students) of English Learners assessed on the MAP improved their reading	At least 50% of ELL students will meet their expected growth targets on the ELA assessment

Metric/Indicator	Baseline	Expected Outcome
	comprehension by one level as measured by the Lexile measure correlation. No English Learners completed the assessment in the 2020-21 school year. This goal was not met, few students have scores from Spring 21 and spring 22. Comparing those that do as well as those with Fall 21 and Spring 22 - only 20% (1/5) show 1 or more years of growth	
Teacher use of accountable talk and iELD strategies on classroom walkthroughs.	There is no baseline on this metric	All teachers will be observed using integrated ELD strategies and accountable talk strategies on 60% of classroom walkthroughs

Planned Strategies/Activities

Strategy/Activity 1

Provide professional development and classroom monitoring focused on strategies to support literacy development with a focus on ELL. These strategies will include high impact teaching strategies including but not limited to, accountable student talk and integrated ELD

Students to be Served by this Strategy/Activity

All - with focus on ELL

Timeline

2023-24

Person(s) Responsible

Admin, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,932
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Innovative PD - Teacher release and EWA for professional learning and observing classrooms

Strategy/Activity 2

Provide culturally relevant instructional materials and learning experiences

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Admin, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	4,059
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase culturally relevant instructional materials

Amount	3,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trip expenses

Strategy/Activity 3

Revise monitoring of ELL students through LRT process

Students to be Served by this Strategy/Activity

ELL

Timeline

2023-24

Person(s) Responsible

Admin, LRT Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	LRT Coordinator extra hourly and release time.

Strategy/Activity 4

ELL classroom support (paraeducator)

Students to be Served by this Strategy/Activity

ELL

Timeline

2023-24

Person(s) Responsible

Admin, teachers

Proposed Expenditures for this Strategy/Activity

Amount	17,756
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	para-educator

2023-24

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Mathematics

Goal Statement

Use Tier 1-3 strategies to advance student academic achievement through numeracy development.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

WASC Area of Growth: CHS will lead efforts to accelerate reading, writing and math skills for all students. Additionally, CHS needs to improve EL college and career readiness through increased access to curriculum. The staff will build strategies to support students' perseverance with critical thinking skills and quality of work. CHS will communicate with parents about academic skills beyond credit completion to include feedback on quality of work and academic skills. There needs to be a continued focus on English learner academic progress and achievement. The high percentage of English learners and fluent English proficient students at Costanoa demonstrates a need to utilize integrated ELD instructional strategies. CHS bilingual instructional paraprofessional must continue to be used to support English learners with lower levels of English proficiency. Math achievement on the CAASPP and MAP assessments show low academic achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Mathematics Growth Assessment (MAP or iReady)	2022-23 42% of students with two MAP scores for the year met the growth target. 2021-22 This goal was not met In . This is difficult to determine with any specificity. Few students have scores from Spring 21 and spring 22. Comparing those that do as well as those with Fall 21 and Spring 22 - only 33% of those students with both tests made their growth projection 2020-21 42% of students met their growth goal on the MAP Math Growth Assessment.	At least 60% of students will meet their expected growth targets on the math assessment

Metric/Indicator	Baseline	Expected Outcome
Teacher use of accountable talk and iELD strategies on classroom walkthroughs.	There is no baseline for this metric	The teacher will be observed using integrated ELD strategies and accountable talk strategies on 60% of classroom walkthroughs

Planned Strategies/Activities

Strategy/Activity 1

Administer MAP Math assessment at the beginning of each semester to measure growth.

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Admin, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Snacks for testing and pizza for celebration party for students that meet growth targets

Strategy/Activity 2

Provide professional development and classroom monitoring focused on strategies to support literacy and numeracy development and with a focus on ELL. These strategies will include high impact teaching strategies including but not limited to, accountable student talk and integrated ELD

Students to be Served by this Strategy/Activity

All with a focus on ELL

Timeline

2023-24

Person(s) Responsible

Admin, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time to collaborate on mathematical practices to integrate school wide.

Strategy/Activity 3

Identify and implement high interest math curriculum

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Admin, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Attend Math Professional Development

Amount	1,500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math classroom materials and supplies

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase participation in the learning community and engagement in the learning process through tiered support and monitoring of social, emotional and physical health.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Attendance Data	> 30% chronically absent	21% absence rate in 22-23
Annual mid-year parent and student survey	The percent of students and parents who indicate that CHS is a safe place and the percent of students who have an adult they can talk to will be 90% or more. The rate of students who strongly agree will increase to 20%.	Met. In March of 2023: 92% of students felt safe (66% agree, 26% strongly agree), 91% of students have an adult they feel safe talking to (50% agree, 41% strongly agree). 79% of parents feel their student is safe from violence or bullying at CHS (15% unsure or N/A).
Suspension Rate	Less than 5% of students will be suspended.	5 students were suspended
Use of Trauma Informed Strategies in the classroom	Classroom observations will indicate staff build in neurosequential strategies during class periods On a student survey, 80% of students indicate they use self-regulation strategies	N/A
Participation in extra-curricular/enrichment activities	50% of students will participate in one or more extra-curricular/enrichment activity	Over 50% of students participated in an extracurricular and/or enrichment activity.
Community circle participation	All students will participate in at least 16 community circles in the 2022/23 school year.	16 community circles were held in 22-23.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
1) Leadership (including principal and key stakeholders) develops and implements a trauma-sensitive action plan, identifies barriers to progress, and evaluates success.	Action implemented
2) Students have a daily advisory which includes case management, parent and family connections, and an integrated curriculum.	Action Implemented
3) Students have multiple opportunities to expand their connections to school and peers through art,	Action Implemented

Planned Actions/Services	**Actual Actions/Services**
sports, leadership, clubs and other extra-curricular activities, (Mountains to Sea, Food What?)	
4) Provide Tier 2 & 3 systems to support and monitor students with social, emotional, discipline and/or attendance concerns	Action Implemented

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Trauma-informed practices and student advisories were implemented. Students had multiple opportunities to connect to peers in clubs and other activities. Additionally, a strong tiered system was implemented to address behavior and attendance concerns.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Tiered systems led to improved behavior with low suspensions. Additionally, attendance improved by 9%. Parent and student survey information indicated a sense of safety for students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no major material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will remain the same in 23-24.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Promote college and career readiness by engaging students in relevant and high quality instruction and curriculum.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students will earn at least 25 credits each semester they are enrolled at Costanoa.	Seventy-five percent of students, who need 25 credits or more for graduation, enrolled for the entire semester will earn at least 25 credits.	82% of student who need 25 credits or more for graduation earned 25 credits.
Students will participate in at least one project based learning experience, this may include a senior project exhibition	75% experience at least one project based learning assignment or senior project.	100% of student experienced at least one project-based learning assignment.
Students enrolled in CTE courses	Ninety percent of seniors are enrolled in one or more CTE courses.	Over 90% of seniors were enrolled in one or more CTE courses.
Students placed in workplace settings (internships, jobs, volunteer work)	25% of seniors participate in at least 20 hours of internship, volunteer work or employment connected to a career interest.	More than 25% of students participated in at least 20 hours of internship, volunteer work or employment connected to a career interest.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
1) Expand introduction of Project Based Learning	Action implemented
2) Increase students' knowledge and skill for success in postsecondary education and employment through CTE courses and student internships/volunteer hours or employment	Action implemented
3) Redesign and implement a senior project or career portfolio - connected to habits of mind, heart and/or work	Action implemented

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Project based learning projects and portfolios was expanded and capture habits of mind, heart and/or work.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Data shows strategies and activities positively impacted students as all data targets were met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no major material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will remain the same for 23-24.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Use Tier 1-3 strategies to advance student academic achievement through literacy development.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reading assessment (MAP or iReady)	At least 60% of students will meet their expected growth targets on the ELA assessment	Not met. 54% of students with two scores met their growth target.
Reading assessment (MAP or iReady)	At least 50% of ELL students will meet their expected growth targets on the ELA assessment	Not met.
Teacher use of accountable talk and iELD strategies on classroom walkthroughs.	All teachers will be observed using integrated ELD strategies and accountable talk strategies on 60% of classroom walkthroughs	Not met.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services
1) Provide professional development and classroom monitoring focused on strategies to support literacy development with a focus on ELL. These strategies will include high impact teaching strategies including but not limited to, accountable student talk and integrated ELD	Action implemented
2) Culturally relevant materials and field trips	Action implemented
3) Revise monitoring of ELL students through LRT process	Action implemented
4) ELL classroom support (paraeducator)	Action implemented
5) Use ELPAC and iReady assessment to guide instruction	Action implemented

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Costanoa students saw growth on the MAP, but there is still much work to be done to address academic achievement. Integrated ELD training did occur but full implementation of Integrated ELD strategies did not happen due to new staff being newly trained in these strategies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This goal was not fully met and will continue to be a focus for next school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no major material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will remain the same for 23-24.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Use Tier 1-3 strategies to advance student numeracy skills.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Mathematics Growth Assessment (MAP)	At least 60% of students will meet their expected growth targets on the math assessment	Not met. 42% of students with two scores for the year met the growth target.
Teacher use of accountable talk and iELD strategies on classroom walkthroughs.	The teacher will be observed using integrated ELD strategies and accountable talk strategies on 60% of classroom walkthroughs	Not met.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services
1) Identify math assessment - (iReady or MAP?) - and use data to guide instruction	Met.
2) Provide professional development and classroom monitoring focused on strategies to support literacy and numeracy development and with a focus on ELL. These strategies will include high impact teaching strategies including but not limited to, accountable student talk and integrated ELD	Met.
3) Identify and implement high interest math curriculum	In progress.

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

This goal was not fully implemented and is in progress.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to new staff, this goals was not fully implemented and is in progress.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no major material differences between the proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will remain the same in 23-24.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	31,496
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	262,793.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	500.00
ESSER	150,957.00
LCFF - Base	1,000.00
LCFF - Supplemental	65,389.00
Title I	39,447.00
Title I Part A: Professional Development (PI Schools)	3,500.00
Title IV Part A: Student Support and Academic Enrichment	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	52,221.00
2000-2999: Classified Personnel Salaries	170,213.00
4000-4999: Books And Supplies	10,059.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	27,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	500.00
2000-2999: Classified Personnel Salaries	ESSER	150,957.00
4000-4999: Books And Supplies	LCFF - Base	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	39,389.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	21,000.00
1000-1999: Certificated Personnel Salaries	Title I	12,832.00
2000-2999: Classified Personnel Salaries	Title I	18,756.00
4000-4999: Books And Supplies	Title I	4,059.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	2,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Clyde Curley	Principal
Maria Diaz Perez	Classroom Teacher
Amelia von Gerer	Classroom Teacher
Zack Garban	Classroom Teacher
Deutron Kebebu	Parent or Community Member
Gail Mabrouk	Other School Staff
Fran Wisnowski	Parent or Community Member
Michelle Easter	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program