

Costanoa Continuation High School

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades 10-12

Daniel Denton, Principal

ddenton@sccs.net

www.costanoa.santacruz.k12.ca.us

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Cruz City Schools

405 Old San Jose Road
Soquel, CA 95073
(831) 429-3410

www.sccs.santacruz.k12.ca.us

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School Description

A Message from the Principal: Costanoa High School is located on the vibrant Branciforte Small Schools Campus (BSSC). Other schools sharing the campus are The Ark Independent Study High School, Monarch Elementary School, and Alternative Family Education.

Costanoa students benefit from small class sizes and strong relationships with staff members. We focus on student growth over time by developing the following habits: Use your mind well. Do the right thing. Work hard.

Costanoa has a diverse population that includes 120 students in grades ten through twelve.

Costanoa is fully accredited by the Western Association of Schools and Colleges.

Major Achievements

Our action plans focus on literacy and math skills for passing the California High School Exit Exam (CAHSEE).

All students complete a senior project as a graduation requirement.

The staff has a strong culture of collegiality and focuses together to improve teaching and promote student success.

Costanoa has prepared for the upcoming year's WASC (Western Association of Schools and Colleges) accreditation.

Focus for Improvement

We are committed to continuous improvement in instruction and learning. Our staff works together to review research on effective teaching and to adjust instruction in response to student assessments.

Students work to meet these milestones: master state standards in all subjects, complete credits required for graduation, complete the English Language Arts Portfolio, complete the Senior Project, and pass the California High School Exit Exam.

Leadership

Daniel Denton and Lysa Tabachnick are the new Co-Principals with combined experience of working from Pre Kinder to 12th grade and Adult School.

Our faculty Leadership Team and School Site Council (SSC) also guide the focus and direction of the school. The English Language Advisory Committee also helps guide the school in our decision making.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (831) 429-3898.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 10	16
Gr. 11	42
Gr. 12	60
Total	118

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	0.0
Hispanic or Latino	66.9
Native Hawaiian/Pacific Islander	0.0
White	22.9
Two or More Races	2.5
Socioeconomically Disadvantaged	69.5
English Learners	22.9
Students with Disabilities	14.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Costanoa Continuation High School	12-13	13-14	14-15
Fully Credentialed	5	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	♦	♦	5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Costanoa Continuation High	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	62.89	37.11
Districtwide		
All Schools	88.39	11.61
High-Poverty Schools	81.74	18.26
Low-Poverty Schools	93.97	6.03

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 5, 2013

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Costanoa is located in a beautiful historic building on the Branciforte Small Schools Campus. We received a high rating of 97.48%.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 12/16/2014

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	29	10	11	63	64	63	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	6	9	12	58	59	59	54	56	55
Math	9		25	42	44	39	49	50	50
HSS	6	5	7	51	49	50	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	63	
All Student at the School	11	
Male	9	
Female		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	13	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-63	142	-90
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Avenues for parent involvement at Costanoa are the School Site Council and English Learner Advisory Committee, which hold monthly meetings. There are other opportunities for parents to become involved with the school and their child's education.

To become more involved, please call or visit the school office - (831) 429-3898

State Priority: School Climate

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

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

School Safety Plan

The four schools on the BSSC write a Safe School Plan together each year. The goals were as follows: 1) To increase opportunities for students, parents and/or teachers to attend workshops, presentations or sessions that will support mental health awareness in our community. 2) Continue to support gang prevention and intervention options in Costanoa High School

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	8.9	7.1	6.6
Expulsions Rate	0.0	2.2	1.7
District	11-12	12-13	13-14
Suspensions Rate	4.9	4.2	2.7
Expulsions Rate	0.1	0.3	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	.11
Psychologist	.3
Social Worker	0
Nurse	.06
Speech/Language/Hearing Specialist	0
Resource Specialist	.6
Other	0
Average Number of Students per Staff Member	
Academic Counselor	112

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	18.9	19	17	6	11	11	0	2	1	1		
Math	36	16	16	0	30	24	3			2		
Science	30.2	17	18	2	22	17	1			2		
SS	27.9	18	19	4	42	30	2		1	2		

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,221	\$1,813	\$5,048	\$51,503
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-0.7	4.8
Percent Difference: School Site/ State			7.6	

Types of Services Funded at Costanoa Continuation High School

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by assessments. We work closely with our School Site Council (SSC) and staff to give extra help to students who need it. Federal funds pay for this extra help. We use other state and federal funds to hire extra teachers to decrease class size, provide for an instructional technician and a School Community Coordinator, purchase supplementary instructional materials (books and software), and upgrade technology.

Professional Development provided for Teachers at Costanoa Continuation High School

We meet as a Professional Learning Community at least three times monthly to continuously improve instruction and learning. Our focus is on literacy, academics and socio-emotional well being.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	35	28	37	35	41	25
All Students at the School	62	31	8	85	8	8
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino				91	9	
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Costanoa Continuation High School	2011-12	2012-13	2013-14
English-Language Arts		15	38
Mathematics		14	15
Santa Cruz City Schools	2011-12	2012-13	2013-14
English-Language Arts	63	64	65
Mathematics	63	65	65
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	69.23	93.26	84.56
Black or African American	0.00	77.27	75.90
American Indian or Alaska Native	0.00	85.71	77.82
Asian	100.00	100.00	92.94
Filipino	0.00	83.33	92.20
Hispanic or Latino	75.00	86.30	80.83
Native Hawaiian/Pacific Islander	0.00	50.00	84.06
White	61.11	97.71	90.15
Two or More Races	50.00	92.86	89.03
Socioeconomically Disadvantaged	70.21	82.09	82.58
English Learners	65.00	55.71	53.68
Students with Disabilities	46.15	68.04	60.31

Dropout Rate and Graduation Rate			
Costanoa Continuation High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.9	3.5	4.7
Graduation Rate	90.15	90.53	89.84
Santa Cruz City Schools	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.9	3.5	4.7
Graduation Rate	90.15	90.53	89.84
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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

Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. At our site we offer Agriculture Production.