

# Costanoa Continuation High School

840 North Branciforte Ave. • Santa Cruz, CA 95062 • (831) 429-3898 • Grades 9-12  
Steve Hambright, Principal  
shambright@sccs.net

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Santa Cruz City Schools**

405 Old San Jose Road  
Soquel, CA 95073  
(831) 429-3410  
www.sccs.santacruz.k12.ca.us

#### **District Governing Board**

Sheila Coonerty  
Deedee Perez-Granados  
Jeremy Shonick  
Alisun Thompson  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

#### **District Administration**

Kris Munro  
**Superintendent**  
Angela Meeker  
**Assistant Superintendent  
Educational Services**  
  
Jim Monreal  
**Assistant Superintendent  
Business Services**  
  
Molly Parks  
**Assistant Superintendent  
Human Resources**

### **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 Ark Independent Study High School, Monarch Community 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 schoolwide action plan focuses on developing literacy and math skills to prepare students for the rigors of community college.

All students complete a senior project as a graduation requirement.

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

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

### **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, and complete the Senior Project.

### **Leadership**

Steve Hambright and Lysa Tabachnick are the Co-Principals with combined experience of working from Pre Kinder to 12th grade and Adult School. Steve taught at Costanoa for five years before moving into the co-principal role.

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.

Furthermore, our student leadership group has an active voice in school activities, such as Spirit Week, and the development of school policies.

## School Mission Statement

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

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	6
Grade 11	29
Grade 12	69
<b>Total Enrollment</b>	<b>104</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1
Filipino	1
Hispanic or Latino	70.2
White	22.1
Two or More Races	2.9
Socioeconomically Disadvantaged	76
English Learners	22.1
Students with Disabilities	15.4
Foster Youth	2.9

## 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	13-14	14-15	15-16
With Full Credential	6	6	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Costanoa Continuation High	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	1
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

2014-15 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	58.4	41.6
Districtwide		
All Schools	86.2	13.8
High-Poverty Schools	83.4	16.6
Low-Poverty Schools	88.5	11.5

\* 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 2015-16)**

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

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Costanoa is located in a beautiful and historic building on the Branciforte Small Schools Campus. In terms of safety, the school earned a 95% rating. Overall cleanliness is an area for improvement as indicated by the 75% rating. In the most recent FIT report, the overall rating was "Good" at 93.55%. The FIT report conducted October 19, 2015 describes planned facility improvements and needed maintenance to ensure good repair.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

### B. Pupil Outcomes

#### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	8	60	44
Math	0	43	33

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	9	10	8	63	62	70	59	60	56

\* Results are for 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.

**2014-15 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	70
All Student at the School	8
Male	--
Female	--
Black or African American	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	8
Students Receiving Migrant Education Services	--
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	47	39	83.0	31	26	8	0
Male	11		21	44.7	33	29	10	0
Female	11		18	38.3	28	22	6	0
Hispanic or Latino	11		30	63.8	37	20	10	0
White	11		6	12.8	--	--	--	--
Two or More Races	11		3	6.4	--	--	--	--
Socioeconomically Disadvantaged	11		32	68.1	31	25	6	0
English Learners	11		10	21.3	--	--	--	--
Students with Disabilities	11		7	14.9	--	--	--	--
Students Receiving Migrant Education Services	11		1	2.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	47	38	80.9	58	3	0	0
Male	11		21	44.7	57	5	0	0
Female	11		17	36.2	59	0	0	0
Hispanic or Latino	11		29	61.7	66	0	0	0
White	11		6	12.8	--	--	--	--
Two or More Races	11		3	6.4	--	--	--	--
Socioeconomically Disadvantaged	11		31	66.0	58	3	0	0
English Learners	11		10	21.3	--	--	--	--
Students with Disabilities	11		7	14.9	--	--	--	--
Students Receiving Migrant Education Services	11		1	2.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### 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. Each group holds meetings five times per year. There are other opportunities for parents to become involved with the school and their child's education. Parents are expected to be actively involved in their child's education by attending three parent-teacher-student conferences each year.

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 at BSSC review the previous year's Safe School Plan and write a new one together each year. The goals for 2015-16 are as follows: 1) To increase opportunities for students, parents and/or teachers to attend workshops, presentations or sessions that will help create an informed mental health aware community. 2) BSSC Culture and Climate will maintain an 80% positive response from students and parents as measured by our school's student and parent surveys, in the area of school safety.

**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	7.10	6.63	5.77
Expulsions Rate	2.19	1.66	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.24	2.68	1.26
Expulsions Rate	0.30	0.14	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	19	17	16	11	11	10	2	1				
Math	16	16	17	30	24	16						
Science	17	18	16	22	17	17			1			
SS	18	19	18	42	30	28		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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.125
Library Media Services Staff (Paraprofessional)	.11
Psychologist	.3
Social Worker	0
Nurse	.06
Speech/Language/Hearing Specialist	0
Resource Specialist	.5
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.

FY 2013-14 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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by assessments. We work closely with our School Site Council (SSC) and staff to give extra help to students who need it. LCFF and federal funds are used to provide professional development that supports the staff in meeting our SPSA goals and action plan. This included hiring outside experts to provide literacy and positive discipline training. Additionally, these funds were used to purchase supplementary instructional materials (books and software) and needed technology hardware and software for the classroom.

2014-15 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	33	25	42	32	42	25
All Students at the School	73	27		75	25	

\* 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.

### Professional Development provided for Teachers

We meet as a Professional Learning Community twice a month for a total of three hours to focus on continuous improvement in instruction and learning. During the past three years, professional development has centered on the two key threads of literacy and socioemotional well-being. Many students come to Costanoa deficient in reading and writing skills as evidenced by Scholastic Reading Inventory, California High School Exit Exam, and Smarter Balanced scores.

For the 2015-16 school year, there are two key strands of professional development focused on elaboration of evidence in writing and implementation of positive discipline. A consultant with the Central California Writing Project is facilitating the eight-session writing workshops, and a facilitator from the Positive Discipline Community Resource Center is leading the eight-session positive discipline work. Teachers are supported during implementation through teacher-principal meetings, group data analysis of writing assessments, and peer observations.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,097	\$1,614	\$5,483	\$51,503
District	◆	◆	\$5,132	
State	◆	◆	\$5,348	
Percent Difference: School Site/District			6.8	4.8
Percent Difference: School Site/ State			2.5	

\* Cells with ◆ do not require data.



CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Costanoa Continuation High School	2012-13	2013-14	2014-15
English-Language Arts	15	38	27
Mathematics	14	15	25
Santa Cruz City Schools	2012-13	2013-14	2014-15
English-Language Arts	64	65	67
Mathematics	65	65	68
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Costanoa Continuation High School	2011-12	2012-13	2013-14
Dropout Rate	3.50	4.70	4.20
Graduation Rate	90.53	89.84	91.92
Santa Cruz City Schools	2011-12	2012-13	2013-14
Dropout Rate	3.50	4.70	4.20
Graduation Rate	90.53	89.84	91.92
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Career Technical Education Programs

All Santa Cruz City Schools' students have access to CTE/ROP classes at high schools throughout the county, including Costanoa. These career technical education courses (CTE, formerly known as vocational education) are open to all students. For the 2014-15 school year, Costanoa offered two courses: Agriculture Production and Culinary Arts. Approximately, 40 students were enrolled in the Ag Production class, and 10 students were enrolled in the Culinary Arts class.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	61.67	92.01	84.6
Black or African American	75	66.67	76
American Indian or Alaska Native		60	78.07
Asian		95.45	92.62
Filipino		110	96.49
Hispanic or Latino	56.82	83.88	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	72.73	97.76	89.93
Two or More Races		102.7	82.8
Socioeconomically Disadvantaged	54.55	68.82	61.28
English Learners	35.29	65.57	50.76
Students with Disabilities	62.22	85.44	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 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.