Santa Cruz County Board of Education ● 400 Encinal Street, Santa Cruz, CA 95060 ● Tel (831) 466-5900 ● www.santacruzcoe.org
Ms. Jane Royer Barr ● Ms. Rose Filicetti ● Ms. Sandra Nichols ● Ms. Sue Roth ● Mr. Dana Sales
Mr. Abel Sanchez ● Mr. Bruce Van Allen

Santa Cruz County Board of Education

Regular Board Meeting
Thursday December 17, 2020
Open Session: 4:00 p.m.
Held by Videoconference Only

NOTICE:

In order to meet the most recent guidelines from the Santa Cruz County Health Services Agency in regard to COVID-19, this meeting will be **limited to virtual participation only** and made available online via a live video-conference at the following web address:

https://santacruzcoe-org.zoom.us/j/87248652015

Or join by phone:
US: **+1(669) 900-6833**
Meeting ID: **872 4865 2015#**

PUBLIC COMMENT:

Any person wishing to make a public comment will have the opportunity to do so via videoconference during the virtual meeting for up to three minutes each for any item not listed on the agenda, or for up to two minutes for any item listed on the agenda. To submit a comment about to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to sleibenson@santacruzcoe.org no later than 2pm on December 17th. Each individual may only make one comment per topic.

AGENDA

1. **Call To Order, Roll Call, and Establishment of Quorum**

   Sue Roth (President), Jane Royer Barr, Rose Filicetti, Sandra Nichols, Dana Sales, Abel Sanchez, Bruce Van Allen
   Faris Sabbah, Secretary

2. **PLEDGE OF ALLEGIANCE**

   Superintendent Sabbah (Secretary) will lead the Pledge of Allegiance.

3. **APPROVAL OF AGENDA**

   Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

4. PUBLIC COMMENT

This is an opportunity for the public to address the Board regarding items not on the agenda. The Board President will recognize any member of the audience not previously placed on the agenda who wishes to speak on a matter directly related to school business. Each speaker, on any specific topic, may speak up **three (3) minutes** unless otherwise limited or extended by the President. The President may allot time to those wishing to speak but no action will be taken on matters presented (EDC § 35145.5). If appropriate, the President, or any Member of the Board, may direct a matter to be referred to the Superintendent's Office for placement on a future agenda. Please refer to item, *Please Note,* on the last item of this agenda.

5. Retirement Recognitions

The Board will recognize the important contributions of the following Santa Cruz County Office of Education employees who are planning to retire in the 2018-2019 school year.

Retirees: Toni Alldredge, Human Resources Analyst, Human Resources
Jimmy Griffin, Custodian, Maintenance & Operations
Neal Harris, Custodian, Maintenance & Operations
George Lopez, Director, Maintenance & Operations
Jeanne Milnes, Teacher, Oasis High School
Blanca Sanchez, Instructional Aide, Alternative Education
Dorrie Stallings, Teacher, Oasis High School

Presenters: Dr. Faris Sabbah, County Superintendent of Schools
Bryan Wall, Interim Deputy Superintendent

6. Appreciation For Outgoing Trustees

Trustees Jane Barr and Dana Sales terms' have expired and will not be continuing to serve on the Santa Cruz County Board of Education any longer. The Board will recognize Trustees Barr and Sales for their many years of dedicated service to the Santa Cruz County Office of Education.

Outgoing Trustees: Jane Barr, Trustee Area 5
Dana Sales, Area 6

Presenters: Dr. Faris Sabbah, County Superintendent of Schools
Bryan Wall, Interim Deputy Superintendent
Sue Roth (President)

7. Swearing-In Ceremony

The County Superintendent of Schools, Dr. Faris Sabbah, and County Elections Clerk, Gail Pellerin, will swear in the following newly elected trustees to the Santa Cruz County Board of Education:

Sandra Nichols, Trustee Area 3
Rose Filicetti, Trustee Area 4
Alyssa Wall, Trustee Area 5
Ed Acosta, Trustee Area 6

7.1 Seating of New Officers of the Board of Trustees

New officers will be seated.

8. ANNUAL ORGANIZATION OF THE BOARD

The Board shall organize a meeting held each year by electing one of their members as president of the Board. The meeting shall be on the first meeting on or after the last Friday in November (EDC § 1009).

8.1 Nominations for President of the Board

Sue Roth (President) will call for nominations for Board President.

8.2 Election of the Board President

The Board will, by motion, elect a president.

Call for Motion: Sue Roth (President)

8.3 Nominations for the Vice President of the Board

The President will call for nominations of the Vice President.

8.4 Election of Board Vice President

The President will, by motion, elect a vice president.

Call for Motion: Board President

8.5 Appointment of Chairperson, County Committee on School District Organization

The Board will appoint a chairperson to the County Committee on School District Organization.

8.6 Appointment of Chairperson to the Santa Cruz County School Board Association (SCZCSBA)

The Board will appoint a chairperson to the Santa Cruz County School Board Association.

8.7 Establishment of Regular Meetings of the Board

The Board will discuss, and by motion, select the day of the month and the time for regular meetings of the County Board of Education.

Call for Motion: Board President

8.8 Appointments to Standing Committees

7.8.1 Agenda Committee

8.9 Appointments to Ad Hoc Committees

8.9.1 Board Budget Committee
8.9.2 Policy Committee
8.9.3 Charter Schools Committee
8.9.4 Community Outreach and Legislative Committee
8.9.5 Other committee(s) as determined

9. CONSENT AGENDA

All items appearing on the consent agenda are recommended actions which are considered to be routine in nature and will be acted upon as one motion. Specific items may be removed for separate consideration. Item(s) removed will be considered immediately following the consent agenda motion as Deferred Consent Items.

9.0.1 Minutes of the Regular Board Meeting of November 19, 2020
9.0.2 Minutes of the Special Board Meeting of December 10, 2020
9.0.3 Routine Budget Revisions
9.0.4 Donations

Call for Motion: Board President

9.1 Deferred Consent Items (if required)

This item is placed on the agenda to address any items that might be pulled from Agenda Item 10.0 for further discussion/consideration if so determined.

10. CORRESPONDENCE

Official correspondence received by the Board, if any, is included herein. Copies of correspondence received within 72 hours of the meeting will be made available at the meeting location.

11. REPORTS, DISCUSSIONS, AND PRESENTATIONS

11.1 Pacific Collegiate Charter School (PCS) Annual Report and Diversity Plan

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter School make an annual report on the evaluation of its educational program in accordance with the charter petition and fulfillment of the charter's purpose and goals. Their presentation will also present the charter's Diversity Plan.

Presenter: Maria Reitano, Head of School, PCS

11.2 COVID-19 And Expansion of In-Person Services Update

Santa Cruz County Office of Education has been working in collaboration with the Santa Cruz County Health Services agency and school districts to prepare for and respond to the outbreak of COVID-19 in our community. The Board will receive an update on the ways in which the Santa Cruz County Office of Education has been working to respond to the COVID-19 crisis.

Presenter: Dr. Faris Sabbah, County Superintendent of Schools

12. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

12.1 Approval of the 2020-2021 Budget Calendar

The Board will be asked to approve the 2021-2022 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by administration.

Presenter: Liann Reyes, Deputy Superintendent, Business Services
Melissa Lopez, Director, Fiscal Services

Motion &
Vote: Board President

12.2 Ballot for CSBA Election for Region 9 Delegate Assembly

Nominations are being accepted until Thursday, January 7 2021 for election to the California School Boards Association's Delegate Assembly. Delegates with terms that end in 2021 are up for election. Delegates elected in 2021 will serve a two year term beginning April 1, 2021 through March 31, 2023. The Board will consider approving the proposed ballot nominiating Rose Filicetti for CSBA Region 9-A Delegate.

Presenter: Dr. Faris Sabbah, County Superintendent of Schools

Motion &
Vote: Board President

12.3 First Reading: Board Policies

Modified and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading:

BP 5131.2	Bullying
BP 5131.7	Weapons & Dangerous Instruments
BP 5144.1	Suspension & Expulsions
BP 5145.2	Freedom of Speech/Expression
BP 5145.3	Nondiscrimination/Harassment
BP 5145.7	Sexual Harassment

Presenter: Rose Filicetti, Chair, Policy Committee

Motion &
Vote: Board President

12.4 Transfer Board Travel and Conference Reimbursement Funds

Pursuant to Board Policy 9250, the Board shall be reimbursed for any actual and necessary pre approved travel expenses incurred in the course of their duties upon submission of itemized receipts for up to $2,000 each, or $3,000 each for any trustee that is elected as a delegate to a regional or state organization. If a Board member elects not to use his or her full allocation, the Board, as a body, may designate the intended or actual unused funds to other Board members for travel and conference.

The Board will discuss what has currently been spent for Board travel and conference for the fiscal year 2020-201 and consider a motion to transfer funds among trustees who have exceeded their spending cap.

Presenters: Dr. Faris Sabbah, County Superintendent of Schools
Rose Filicetti, Board President

Motion & Vote: Board President

12.5 Schedule Special January Board Meeting

The Board will consider scheduling a special meeting on January for Thursday, January 14, 2020 at 3:00 p.m. to participate in a training regarding Brown Act regulations and recent changes in law hosted by legal counsel.

Presenter: Dr. Faris Sabbah, County Superintendent of Schools

Motion & Vote: Board President

13. SUPERINTENDENT'S REPORT

County Superintendent of Schools, Dr. Faris M. Sabbah, will provide an update on activities and matters of interest.

14. TRUSTEE REPORTS (3 minutes each)

Trustees will report on matters, events, and activities as related to Board goals of: Advocating for students, maintaining community relations, and promoting student achievement.

15. AD HOC COMMITTEE REPORTS/ACTIONS (if any)

16. ADDITIONS, IF ANY, TO FUTURE BOARD AGENDA ITEMS

17. SCHEDULE OF MEETINGS AND COMING EVENTS

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: January 21, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: February 18, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: March 18, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: April 15, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: May 20, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: June 17, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: July 15, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: August 19, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: September 16, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: October 21, 2021
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
Tentative: November 18, 2021
4:00 p.m

Santa Cruz County Board of Education

Regular Meeting (Virtual)
Tentative: December 16, 2021
4:00 p.m.

18. ADJOURNMENT

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

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Backup Documentation:

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the County Office of Education, located 400 Encinal Street, Santa Cruz, CA 95060, during normal business hours.

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SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [ ] **Action** [X] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Retirement Recognitions

BACKGROUND

The Board will recognize the important contributions of the following Santa Cruz County Office
of Education employees who are planning to retire in the 2018-2019 school year.

Retirees: Toni Alldredge, Human Resources Analyst, Human Resources
Jimmy Griffin, Custodian, Maintenance & Operations
Neal Harris, Custodian, Maintenance & Operations
George Lopez, Director, Maintenance & Operations
Jeanne Milnes, Teacher, Oasis High School
Blanca Sanchez, Instructional Aide, Alternative Education
Dorrie Stallings, Teacher, Oasis High School

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FISCAL IMPLICATIONS:

None.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [ ] **Action** [X] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Appreciation for Outgoing Trustees

BACKGROUND

Trustees Jane Barr and Dana Sales terms' have expired and will not be continuing to serve on the Santa Cruz County Board of Education any longer. The Board will recognize Trustees Barr and Sales for their many years of dedicated service to the Santa Cruz County Office of Education.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FISCAL IMPLICATIONS:

None.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Swearing-In Ceremony

BACKGROUND

Dr. Faris Sabbah, County Superintendent of Schools will be swearing in the following newly elected trustees to the Santa Cruz County Board of Education:

I. Sandra Nichols, Trustee Area 3
II. Rose Filicetti, Trustee Area 4
III. Alyssa Wall, Trustee Area 5
IV. Ed Acosta, Trustee Area 6

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FISCAL IMPLICATIONS:

None.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Administrative Department

SUBJECT: Regular November 19, 2020 Minutes

BACKGROUND

Regular Minutes of the November 19, 2020 meeting of the Santa Cruz County Board of Education.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve minutes.

FISCAL IMPLICATIONS:

None.

Santa Cruz County Board of Education ● 400 Encinal Street, Santa Cruz, CA 95060 ● Tel (831) 466-5900 ● santacruzcoe.org
Ms. Jane Royer Barr ● Ms. Rose Filicetti ● Ms. Sandra Nichols ● Ms. Sue Roth ● Mr. Dana Sales
Mr. Abel Sanchez ● Mr. Bruce Van Allen

Santa Cruz County Board of Education

Regular Board Meeting
Thursday November 19, 2020
Open Session 4:00 p.m.
VIRTUAL Meeting hosted from the Board Room

UNAPPROVED MINUTES

1. CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Board Present (via videoconference)

Jane Royer Barr
Rose Filicetti (Vice President)
Sandra Nichols
Abel Sanchez
Bruce Van Allen
Dana Sales
Sue Roth (President)

Staff Present (via videoconference)

Faris Sabbah (Secretary)
Debi Bodenheimer
Sage Leibenson
Liann Reyes

Absent

None.

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

A call for a motion was made to make agenda deletions and/or changes of sequence, or approve the agenda as submitted.

It was M.S.C. (Sales/Nichols) to approve the agenda as submitted.

Ayes:	Barr, Filicetti, Nichols, Sales, Roth, Van Allen
Nays:	None
Abstain:	None
Absent:	Sanchez

4. PUBLIC COMMENT

No public comments were made.

5. CONSENT AGENDA

All items appearing on the consent agenda are recommended actions which are considered to be routine in nature and will be acted upon as one motion. Specific items may be removed for separate consideration. Item(s) removed will be considered immediately following the consent agenda motion as Deferred Consent Items.

5.0.1 Minutes of the Regular Board Meeting of October 15, 2020
5.0.2 Minutes of the Special Board Meeting of November 5, 2020
5.0.3 Routine Budget Revisions
5.0.4 Donations
5.0.5 Surplus Items

It was M.S.C. (Filicetti/Van Allen) to approve items 5.0.1, 5.0.3, 5.0.4, and 5.0.5.

Ayes:	Barr, Filicetti, Nichols, Sales, Roth, Van Allen
Nays:	None
Abstain:	None
Absent:	Sanchez

It was M.S.C. (Filicetti/Van Allen) to approve items 5.0.2.

Ayes:	Barr, Filicetti, Nichols, Sales, Roth
Nays:	None
Abstain:	Van Allen
Absent:	Sanchez

5.1 Deferred Consent Items (if required)

None.

6. CORRESPONDENCE

No new correspondence was received in addition to what was included in the Board packet.

7. REPORTS, DISCUSSIONS, AND PRESENTATIONS

7.1 Annual Report: Williams Legislation, Status of Decile 1-3 Schools - Pajaro Valley Unified School District and Santa Cruz City School District

Education Code § 1240(2)(B) requires, pursuant to the Williams Settlement Legislation, that the County Superintendent of Schools report the findings of the visits and reviews of schools within the county designated as decile 1-3 schools. COE Williams Coordinator, Tom Tatum gave a report about Williams Inspections findings and responded to questions from the Board.

7.2 COVID-19 and School Expansion of In-Person Services Update

County Superintendent of Schools, Dr. Faris Sabbah, gave a presentation to the Board regarding the ways in which the Santa Cruz County Office of Education has been working in collaboration with the Santa Cruz County Health Services agency and school districts to prepare for and respond to the outbreak of COVID-19 in our community. Superintendent Sabbah's report included updates on school plans to increase in-person services, COVID-19 Surveillance Testing, the current trajectory of COVID-19, and California Department of Public Health guidance. The Board asked a number of clarifying questions.

Abel Sanchez joined the meeting at 4:18 p.m.

7.3 CSBA Nomination for CSBA Regional Delegates and CCBE Board of Directors in Region 9

Superintendent Sabbah provided the Board with information regarding the upcoming CSBA Regional Delegate Assembly election. Nominations are being accepted until Thursday, January 7 2021 for election to the California School Boards Association's Delegate Assembly. Delegates with terms that end in 2021 are up for election. Delegates elected in 2021 will serve a two year term beginning April 1, 2021 through March 31, 2023.

8. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

8.1 Appointment of Diane Munoz to the Community Advisory Committee (CAC)

It is requested that the Board appoint Diane Munoz as a CAC voting member. The voting members of the Community Advisory Committee shall be appointed by, and responsible to, the Governing Board of each participating district or county office, or any combination thereof, participating in the Local Plan. Appointment will be in accordance with a locally determined selection procedure. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year (Ed. Code § 56191).

It was M.S.C. (Van Allen/Nichols) to appoint Diane Munoz to the Community Advisory Committee (CAC).

Ayes:	Barr, Filicetti, Nichols, Sales, Sanchez, Van Allen, Roth
Nays:	None
Abstain:	None
Absent:	None

8.2 Appointment of Valerie Szeto to the Community Advisory Committee (CAC)

It is requested that the Board appoint Valerie Szeto as a CAC voting member. The voting members of the Community Advisory Committee shall be appointed by, and responsible to, the Governing Board of each participating district or county office, or any combination thereof, participating in the Local Plan. Appointment will be in accordance with a locally determined selection procedure. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year (Ed. Code § 56191).

It was M.S.C. (Barr/Van Allen) to appoint Valerie Szeto to the Community Advisory Committee (CAC).

Ayes:	Barr, Filicetti, Nichols, Sales, Sanchez, Van Allen, Roth
Nays:	None
Abstain:	None
Absent:	None

8.3 First Reading: Board Policies (BP)

Modified and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading:

BP 5020	Parent Rights and Responsibilities
BP 5030	Student Wellness
BP 5111	Admission
BP 5113	Absences and Excuses
BP 5113.1	Chronic Absence and Truancy
BP 5121	Grades/Evaluation of Student Achievement
BP 5123	Promotion, Acceleration, and Retention
BP 5125	Student Records
BP 5125.1	Release of Directory Information and Exhibit
BP 5126	Awards for Achievement
BP 5131.2	Bullying
BP 5131.6	Alcohol and Other Drugs
BP 5131.62	Tobacco
BP 5131.7	Weapons and Dangerous Instruments
BP 5132	Dress and Grooming
BP 5144.4	Required Parental Attendance
BP 5145.11	Questioning and Apprehension by Law Enforcement
BP 5145.12	Search and Seizure
BP 5145.13	Response to Immigration Enforcement
BP 5145.2	Freedom of Speech and Expression
BP 5145.3	Nondiscrimination and Harassment
BP 5145.7	Sexual Harassment
BP 5146	Married, Pregnant, and Parenting Students

It was M.S.C. (Van Allen/Sales) to waive the second reading and adopt the following policies only:

BP 5020	Parent Rights and Responsibilities
BP 5030	Student Wellness
BP 5111	Admission
BP 5113	Absences and Excuses
BP 5113.1	Chronic Absence and Truancy
BP 5121	Grades/Evaluation of Student Achievement
BP 5123	Promotion, Acceleration, and Retention
BP 5125	Student Records
BP 5126	Awards for Achievement
BP 5131.6	Alcohol and Other Drugs
BP 5132	Dress and Grooming
BP 5145.11	Questioning and Apprehension by Law Enforcement
BP 5145.12	Search and Seizure
BP 5145.13	Response to Immigration Enforcement

Ayes:	Barr, Filicetti, Nichols, Sales, Sanchez, Van Allen, Roth
Nays:	None
Abstain:	None
Absent:	None

Trustee Roth left the meeting at 5:25 p.m.

9. SUPERINTENDENT'S REPORT

County Superintendent of Schools, Dr. Faris M. Sabbah, provided an update on activities and matters of interest.

10. TRUSTEE REPORTS (3 minutes each)

Trustee Barr attended a meeting of the Board Agenda Committee.

Trustee Sales attended the Digital NEST's virtual anniversary celebration.

Trustee Sanchez attended PVUSD's State of the District event, attended UCSC's Election Forum for Our Criminal Justice System and the Political Possibilities, PVUSD Facility Tours, and volunteered with Santa Cruz County Elections Department as a poll worker.

Trustee Van Allen spent time volunteering on projects relating to the November presidential election.

Trustee Filicetti attended a Santa Cruz COVID-19 Operational and Wildlife Relief Call, the School Reopening Town Hall Featuring Dr. Faris Sabbah and local public health authorities, the SVLG Annual Forum featuring Dr. Fauci, and the Santa Cruz County School Boards Association Regular bi-monthly meeting regarding Managing the Dual Imperatives of In-person K-12 Education and Public Safety: School Reopening, COVID Screening, and Contact Tracing – Risks and risk management of in-person services. Speakers at this meeting included Dr. Faris Sabbah, two leading UCSC scientists on how advances in COVID epidemiology and testing apply to school communities and Kevin Gordon of Capitol Advisors with an update from Sacramento. Trustee Filicetti also attended meetings of the Agenda Committee, Special November 5th Board Meeting, and the CSBA Region 9 Delegates Zoom meeting with CSBA President Xilonin Cruz-Gonzales before December's Delegate Assembly to discuss budgets as they relate to COVID-19, school plans for returning to in-person instruction and challenges or opportunities schools have had this year.

11. SCHEDULE OF MEETINGS AND COMING EVENTS

Santa Cruz County Board of Education
Special Meeting (Virtual)
December 10, 2020
3:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
December 17, 2020
4:00 p.m.

12. ADJOURNMENT

The Board President adjourned the meeting at 5:45 p.m.

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SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Administrative Department

SUBJECT: Special December 10, 2020 Minutes

BACKGROUND

Special Minutes of the December 10, 2020 meeting of the Santa Cruz County Board of Education.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve minutes.

FISCAL IMPLICATIONS:

None.

Santa Cruz County Board of Education ● 400 Encinal Street, Santa Cruz, CA 95060 ● Tel (831) 466-5900 ● santacruzcoe.org
Ms. Jane Royer Barr ● Ms. Rose Filicetti ● Ms. Sandra Nichols ● Ms. Sue Roth ● Mr. Dana Sales
Mr. Abel Sanchez ● Mr. Bruce Van Allen

Santa Cruz County Board of Education

Special Board Meeting
Thursday December 10, 2020
Open Session 3:00 p.m.
VIRTUAL Meeting hosted from the Board Room

UNAPPROVED MINUTES

1. CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Board Present (via videoconference)

Jane Royer Barr
Rose Filicetti
Sandra Nichols
Sue Roth (President)
Dana Sales
Bruce Van Allen

Staff Present (via videoconference)

Faris Sabbah (Secretary)
Liann Reyes
Sage Leibenson

Absent

Abel Sanchez

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) led the Pledge of Allegiance.

3. APPROVAL OF AGENDA

A call for a motion was made to make agenda deletions and/or changes of sequence, or approve the agenda as submitted.

It was M.S.C. (Barr/Sales) to approve the agenda as submitted.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Van Allen
Nays:	None
Abstain:	None
Absent:	Sanchez

4. PUBLIC COMMENT

None.

5. CORRESPONDENCE

None.

6. REPORTS, PRESENTATIONS, AND INFORMATIONAL ITEMS

6.1 First Interim Financial Report

In accordance with Education Code § 1240(L), the Superintendent is required to certify the first interim financial report and present it for the Board to review in open session. Deputy Superintendent of Business Services Liann Reyes's presentation highlighted the Santa Cruz COE's budget history over the last several years, K-12 apportionment deferrals, deferrals and cash flow, strategies to achieve a balanced budget, and zero based budgeting.

The Board asked a number of clarifying questions and the Superintendent thanked the Business Services department for their hard work to organize the Santa Cruz COE's budgets and provide support to local school districts.

7.0 PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

7.1 Santa Cruz County Office of Education Budget Overview for Parents

California Education Code (EC) Section 52064.1 requires each school district, county office of education (COE), and charter school (LEA) to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents. For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report. Alternative Education Project Director, Jennifer Izant Gonzales, gave a presentation to the Board about the Santa Cruz COE Budget Overview for Parents and answered questions from the Board.

It was M.S.C. (Van Allen/Nichols) to approve the Santa Cruz COE Budget Overview for Parents.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Van Allen
Nays:	None
Abstain:	None
Absent:	Sanchez

7.2 Career Advancement Charter Budget Overview for Parents

California Education Code (EC) Section 52064.1 requires each school district, county office of education (COE), and charter school (LEA) to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents. For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report. Senior Director of Student Programs, Denise Sanson, gave a presentation to the Board about the Santa Cruz COE Budget Overview for Parents and answered questions from the Board.

It was M.S.C. (Sales/Barr) to approve the Santa Cruz Career Advancement Charter's Budget Overview for Parents.

It was M.S.C. (Sales/Barr) to approve the agenda as submitted.

Ayes:	Barr, Filicetti, Nichols, Roth, Sales, Van Allen
Nays:	None
Abstain:	None
Absent:	Sanchez

8. SCHEDULE OF MEETINGS AND COMING EVENTS

Santa Cruz County Board of Education
Regular Meeting (Virtual)
December 17, 2020
4:00 p.m.

9. ADJOURNMENT

The Board President adjourned the meeting at 3:49 p.m.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Persons wishing to address the Board are asked to state their name for the record. The president of the Board will establish a time limit of three (3) minutes, unless otherwise stated by the president, for comments from the public. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session. Expulsion appeal hearings are heard in closed session unless a request for hearing in open session is made by the appellant.

Backup Documentation:

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the County Office of Education, located 400 Encinal Street, Santa Cruz, CA 95060, during normal business hours.

Translation Requests:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Sage Leibenson by telephone at (831) 466-5900 Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Sage Leibenson por teléfono al numero (831) 466-5900.

ADA Compliance:

In compliance with Government Code section 54954.2 (a), The Santa Cruz County Office of Education will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Sage Leibenson, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Routine Budget Revisions

BACKGROUND

Adjusts the Santa Cruz COE 2020-2021 spending plan.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve routine budget revisions.

FISCAL IMPLICATIONS:

Detailed herein.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

BOARD OF EDUCATION
Ms. Jane Royer Barr
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Dana M. Sales
Mr. Abel Sanchez
Mr. Bruce Van Allen

Dr. Faris Sabbah, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 • www.santacruzcoe.org

MEMO

DATE: December 17, 2020

TO: Santa Cruz County Board of Education
Dr. Faris Sabbah, County Superintendent of Schools

FROM: Liann Reyes, Deputy Superintendent, Business Services
Melissa Lopez, Director of Fiscal Services

RE: November Budget Revisions

Budget revisions in November reflect a decrease in revenues in the amount of $21,252 and decreases in expenditures in the amount of $851,701. The overall result is a net increase to fund balance of $830,449.

Various adjustments were made to revenues and expenditures which were incorporated into the 1st Interim reporting. Adjustments made to revenues include district funded Special Education programs, Strong Workforce Program, and a Santa Cruz County College Commitment (S4C) grant. Adjustments to salary and benefits were the result of communication with department managers and Human Resources staff and careful review of vacant positions.

Pacheco Bill Compliance:
One memorandum of understanding (MOU) has been initiated in excess of $25,000 that required a budget revision during the month of November. The MOU with Pajaro Valley Unified School District in the amount of $37,037 is in collaboration with S4C for the Math Network Improvement Community (MathNIC) project. District teams will continue their work with an emphasis on high-quality math instruction and re-engagement in a distance learning context.

Business department staff will continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as we begin preparing for 2nd Interim reporting and 2021-22 budget development.

Should you have any questions, please feel free to contact us.

LR:ml
5 attachments
cc: Rebecca Olker

Santa Cruz County Office of Education
Budget Variance Summary for November, 2020
December 17, 2020 Board Meeting

Description	2020-2021 Adopted Budget	2020-21 Board Meeting 11/19/20	NOVEMBER Unrestricted	NOVEMBER Restricted	2020-21 Board Meeting 12/17/2020
REVENUE					
Local Control Funding Formula	27,537,112	28,827,106	-	-	28,827,106
Federal Revenues	5,816,517	7,221,563	-	-	7,221,563
State Revenues	6,211,333	6,753,995	-	74,608	6,828,603
Local Revenues	8,677,516	8,936,253	94	(95,954)	8,840,393
Contributions					-
TOTAL REVENUE	**48,242,478**	**51,738,917**	**94**	**(21,346)**	**51,717,665**
EXPENDITURES					
Certificated Salaries	10,868,103	11,406,580	(87,982)	(32,808)	11,285,790
Classified Salaries	12,570,579	12,700,918	(95,280)	(29,947)	12,575,691
Employee Benefits	14,381,643	13,958,276	(211,099)	(73,777)	13,673,400
Books and Supplies	1,750,573	2,924,136	(50,132)	(65,133)	2,808,871
Services, Other Operating Expenses	7,297,393	8,759,668	9,269	142,731	8,911,667
Capital Outlay	86,200	86,200	-	(3,500)	82,700
Other Outgo	(75,056)	(89,553)	(36,235)	11,603	(114,184)
Interprogram Support	4,974,756	4,975,219	-	-	4,975,219
TOTAL EXPENDITURES	**51,854,191**	**54,721,444**	**(471,458)**	**(50,831)**	**54,199,154**
INTERFUND TRANSFERS					
Transfers In	-	-		-	-
Transfers Out	466,051	466,051	(329,412)	-	136,639
TOTAL INTERFUND TRANSFERS	**466,051**	**466,051**	**(329,412)**	**-**	**136,639**
FUND BALANCE					
Beginning Fund Balance	27,366,002	28,254,427	23,023,532	1,782,317	24,805,849
Net Increase/(Decrease)	(4,077,764)	(3,448,579)	800,964	29,485	830,450
ENDING FUND BALANCE	**23,288,238**	**24,805,848**	**23,824,497**	**1,811,802**	**25,636,299**

Pacheco Bill Compliance:
There was one memorandum of understanding (MOU) agreement in excess of $25,000 that required a budget revision during the month of November, 2020.

In 2019 the Community Foundation of Santa Cruz issued S4C a grant in the amount of $250,000. The intention of the Math Network Improvement Community (MathNIC) project was to work with teams of educators in high poverty schools to develop effective strategies to improve mathematics achievement for our most vulnerable student populations. This grant was originally intended to be a multi-year grant, but many of the COE/District teams were unable to continue with their plans due to the COVID-19 pandemic, leaving a significant amount of funding unspent.

Community Foundation of Santa Cruz determined that in lieu of issuing a new grant award for fiscal year 2020-21, they would allow the unspent funds from 2019-20 to be carried over or reallocated for use in 2020-21 for the MathNIC teams wishing to continue their work with an emphasis on high-quality math instruction and re-engagement in a distance learning context. Budget revisions corresponding to the new MOUs with participating districts were necessary. The MOU with Pajaro Valley Unified School District will be in the amount of $37,037.

Budget Variance Detail for
November, 2020
December 17, 2020
Board Meeting

			2020-21	2020-21	Variance		2020-21
Description (Object Code Range)	Res	Program	Adopted Budget	Board Meeting 11/19/20	Unrestricted	Restricted	Board Meeting 12/17/20
REVENUE							
Local Control Funding Formula (8010-8099)			27,537,112	28,827,106			
Total Local Control Funding Formula			27,537,112	28,827,106	-	-	28,827,106
Federal Revenues (8100-8299)			5,816,517	7,221,563			
Total Federal Revenues			5,816,517	7,221,563	-	-	7,221,563
State Revenues (8300-8599)			6,211,333	6,753,995			
Strong Workforce Program k-12 Pathway Coordinator Grant	6388	Strong Workforce Program				55,114	
District funded Special Education programs to match expenditures	6500	SE:STATE LOCAL ASSIST GRANT				19,494	
Total State Revenues			6,211,333	6,753,995	-	74,608	6,828,603
Local Revenues (8600-8799)			8,677,516	8,936,253			
1st Interim Adjust to Actuals	0040	MAINTENANCE			94		
New Teacher Project -Culturally Responsive Pedagogy Workshop Fees	9010	OTHER RESTRICTED LOCAL				825	
SC Comm Foundation, Remove 20/21 Award, Allocate 19/20 Carryover	9064	S4C				(96,779)	
Total Local Revenues			8,677,516	8,936,253	94	(95,954)	8,840,393
Other Financing Sources (8900-8997)							
Nov Salary Updates, Adjust Allocation	0030	EDUCATIONAL SERVICES			9,432		
Nov Salary Updates, Adjust Allocation	0040	MAINTENANCE			8,611		
Nov Salary Updates, Indirects to Res 0060, Adjust Allocation	0050	OPERATIONS			82,665		
Nov Salary Updates, Indirects from Res 0050, Adjust Allocation	0060	ADMINISTRATION			(297,963)		
Nov Salary Updates, Adjust Allocation	0086	TECHNOLOGY ADMIN			(9,763)		
Nov Salary Updates, Adjust Allocation	0090	EDUCATION & ADMIN OPERATIONS			207,018		
Total Other Financing Sources			-	-	-	-	-
TOTAL REVENUE			48,242,478	51,738,917	94	(21,346)	51,717,665

Budget Variance Detail for
November, 2020
December 17, 2020
Board Meeting

			2020-21	2020-21	Variance		2020-21
Description (Object Code Range)	Res	Program	Adopted Budget	Board Meeting 11/19/20	Unrestricted	Restricted	Board Meeting 12/17/20
EXPENDITURES							
Certificated Salaries (1000-1999)			10,868,103	11,406,580			
Nov Salary Update	0090	EDUCATION & ADMIN OPERATIONS			35,746		
Nov Salary Update	0611	JUVENILE COURT SUPP/CONC			(45,409)		
Nov Salary Update	0620	COUNTY COMMUNITY BASE			(78,319)		
Nov Salary Update	6388	Strong Workforce Program				42,254	
Nov Salary Update	6500	SE:STATE LOCAL ASSIST GRANT				(671)	
Nov Salary Update	6510	SE:EARLY ED INDIV-EXCP NEEDS				(286)	
Nov Salary Update	9010	OTHER RESTRICTED LOCAL				(74,105)	
Total Certificated Salaries			10,868,103	11,406,580	(87,982)	(32,808)	11,285,790
Classified Salaries (2000-2999)			12,570,579	12,700,918			
Nov Salary Update	0040	MAINTENANCE			5,217		
Nov Salary Update	0060	ADMINISTRATION			(46,645)		
Nov Salary Update	0086	TECHNOLOGY ADMIN			(5,860)		
Nov Salary Update	0090	EDUCATION & ADMIN OPERATIONS			57,309		
Nov Salary Update	0620	COUNTY COMMUNITY BASE			(36,315)		
Nov Salary Update	0621	COUNTY COMMUNITY SUPP/CONC			(68,986)		
Nov Salary Update	3010	TITLE I; PART A				753	
Nov Salary Update	3310	SE:LOCAL ASSIST ENTITLEMENT				(3,205)	
Nov Salary Update	5630	ESSA:SUBTITLE B OF TITLE VII				(1,346)	
Nov Salary Update	5810	OTHER RESTRICTED FEDERAL				(1,909)	
Nov Salary Update	6500	SE:STATE LOCAL ASSIST GRANT				(33,221)	
Nov Salary Update	8150	ONGOING & MAJOR MAINTENANCE				5,217	
Nov Salary Update	9410	WORKFORCE YOUTH SVCS-FED P/T				(1,077)	
Nov Salary Update	9411	MIGRANT HEAD START-FED PASS TH				6,186	
Nov Salary Update	9412	YOUTH HOMELESS DEMONSTR PRJ				(1,346)	
Total Classified Salaries			12,570,579	12,700,918	(95,280)	(29,947)	12,575,691
Employee Benefits (3000-3999)			14,381,643	13,958,276			
Nov Salary Update	0030	EDUCATIONAL SERVICES			14,511		
Nov Salary Update	0040	MAINTENANCE			1,528		
Nov Salary Update	0060	ADMINISTRATION			(33,183)		
Nov Salary Update	0086	TECHNOLOGY ADMIN			(3,903)		
Nov Salary Update	0090	EDUCATION & ADMIN OPERATIONS			20,021		
Nov Salary Update	0611	JUVENILE COURT SUPP/CONC			(22,027)		
Nov Salary Update	0620	COUNTY COMMUNITY BASE			(133,401)		
Nov Salary Update	0621	COUNTY COMMUNITY SUPP/CONC			(54,645)		
Nov Salary Update	3010	TITLE I; PART A				(2,335)	
Nov Salary Update	3310	SE:LOCAL ASSIST ENTITLEMENT				(3,362)	
Nov Salary Update	5630	ESSA:SUBTITLE B OF TITLE VII				(935)	
Nov Salary Update	5810	OTHER RESTRICTED FEDERAL				1,909	
Nov Salary Update	6388	Strong Workforce Program				13,109	
Nov Salary Update	6500	SE:STATE LOCAL ASSIST GRANT				(40,922)	
Nov Salary Update	6510	SE:EARLY ED INDIV-EXCP NEEDS				(98)	
Nov Salary Update	8150	ONGOING & MAJOR MAINTENANCE				1,528	
Nov Salary Update	9010	OTHER RESTRICTED LOCAL				(41,875)	
Nov Salary Update	9064	S4C				835	
Nov Salary Update	9410	WORKFORCE YOUTH SVCS-FED P/T				(1,529)	
Nov Salary Update	9411	MIGRANT HEAD START-FED PASS TH				831	
Nov Salary Update	9412	YOUTH HOMELESS DEMONSTR PRJ				(935)	
Total Employee Benefits			14,381,643	13,958,276	(211,099)	(73,777)	13,673,400

Budget Variance Detail for
November, 2020
December 17, 2020
Board Meeting

			2020-21	2020-21	Variance		2020-21
Description (Object Code Range)	Res	Program	Adopted Budget	Board Meeting 11/19/20	Unrestricted	Restricted	Board Meeting 12/17/20
Books and Supplies (4000-4999)			1,750,573	2,924,136			
Nov Salary Update	0050	OPERATIONS			(25,350)		
Nov Salary Update, Balance Indirects	0060	ADMINISTRATION			(81,495)		
Nov Salary Update, Balance Indirects	0090	EDUCATION & ADMIN OPERATIONS			49,970		
Nov Salary Update	0610	JUVENILE COURT BASE			(2)		
Nov Salary Update	0611	JUVENILE COURT SUPP/CONC			(1)		
Nov Salary Update	0620	COUNTY COMMUNITY BASE			1,248		
Nov Salary Update & 1st Interim Adjusts	0621	COUNTY COMMUNITY SUPP/CONC			5,499		
Nov Salary Update	3010	TITLE I; PART A				(1)	
Nov Salary Update	3025	TITLE I; PART D				(1)	
1st Interim Adjust to Actuals	3220	FED CARES CORONA RELIEF				(21,370)	
Nov Salary Update	3310	SE:LOCAL ASSIST ENTITLEMENT				6,567	
Nov Salary Update	5630	ESSA:SUBTITLE B OF TITLE VII				2,281	
Nov Salary Update, New Tales for Chrysalis 2	6500	SE:STATE LOCAL ASSIST GRANT				78,315	
Nov Salary Update	6510	SE:EARLY ED INDIV-EXCP NEEDS				384	
Res 6695/9633 Adjust Indirects to 8.45%	6695	Tobacco: Health Disparities				101	
1st Interim-Allocate to COVID-19 Legal Fees	7420	LEARN LOSS MITIGATION PROP 98				(20,000)	
Nov Salary Update	8150	ONGOING & MAJOR MAINTENANCE				(1,809)	
Nov Salary Update	9010	OTHER RESTRICTED LOCAL				76,885	
SC Comm Foundation, Remove 20-21 Award, Allocate 19-20 Carryover	9064	S4C				(184,352)	
Nov Salary Update	9410	WORKFORCE YOUTH SVCS-FED P/T				2,605	
Nov Salary Update	9411	MIGRANT HEAD START-FED PASS TH				(7,017)	
Nov Salary Update	9412	YOUTH HOMELESS DEMONSTR PRJ				2,281	
Total Books and Supplies			1,750,573	2,924,136	(50,132)	(65,133)	2,808,871
Services, Other Operating Expenses (5000-5999)			7,297,393	8,759,668			
1st Interim Adjust to Actuals	0040	MAINTENANCE			1,960		
SELF AB218 Liability Funding Plan (20-21, 21-22, 22-23)	0050	OPERATIONS			7,609		
Nov Salary Update	0620	COUNTY COMMUNITY BASE			(300)		
Nov Salary Update	3010	TITLE I; PART A				1,582	
Nov Salary Update	3025	TITLE I; PART D				1	
1st Interim Adjust to Actuals	3220	FED CARES CORONA RELIEF				21,370	
1st Interim-Allocate to COVID-19 Legal Fees	7420	LEARN LOSS MITIGATION PROP 98				20,000	
Nov Salary Update, Distance Learning Leadership Summit	9010	OTHER RESTRICTED LOCAL				5,498	
20-21 Re-allocate District MOU's for MathNIC	9064	S4C				94,279	
Total Services, Other Operating Expenses			7,297,393	8,759,668	9,269	142,731	8,911,667
Capital Outlay (6000-6999)			86,200	86,200			
Move to 4300-742 for New Tables for Chrysalis 2	6500	SE:STATE LOCAL ASSIST GRANT				(3,500)	
Total Capital Outlay			86,200	86,200	-	(3,500)	82,700

Budget Variance Detail for
November, 2020
December 17, 2020
Board Meeting

			2020-21	2020-21	Variance		2020-21
Description (Object Code Range)	Res	Program	Adopted Budget	Board Meeting 11/19/20	Unrestricted	Restricted	Board Meeting 12/17/20
Other Outgo (7100-7299, 7400-7499)			4,974,756	4,975,219			
Total Other Outgo			4,974,756	4,975,219	-	-	4,975,219
Interprogram Support Services (7300-7399)			(75,056)	(89,553)			
Indirects to Res 0060	0050	OPERATIONS			100,406		
1st Interim Balance Indirects	0060	ADMINISTRATION			(136,641)		
Strong Workforce Program k-12 Pathway Coordinator Grant	6388	Strong Workforce Program				(249)	
1st Interim Adjust to Actuals	6500	SE:STATE LOCAL ASSIST GRANT				19,494	
Res 6695/9633 Adjust Indirects to 8.45%	6695	Tobacco: Health Disparities				(101)	
20-21 Re-allocate District MOU's for MathNIC	9064	S4C				(7,540)	
Total Interprogram Support			(75,056)	(89,553)	(36,235)	11,603	(114,184)
Interfund Transfers Out (7600-7629)			466,051	466,051			
1st Interim Decrease Contrib to CAC (CAC has Increased LCFF)	0090	EDUCATION & ADMIN OPERATIONS			(329,412)		
Total Interfund Transfers Out			466,051	466,051	(329,412)	-	136,639
TOTAL EXPENDITURES			52,320,242	55,187,495	(800,871)	(50,831)	54,335,793
BEGINNING FUND BALANCE			27,366,002	28,254,427	23,023,532	1,782,317	24,805,849
NET INCREASE (DECREASE) IN FUND BALANCE			(4,077,764)	(3,448,579)	800,964	29,485	830,449
ENDING FUND BALANCE			23,288,238	24,805,848	23,824,497	1,811,802	25,636,299

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Dec. 17, 2020 [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Business Department

SUBJECT: Gifts and Donations

BACKGROUND

County Board of Education Policy 3280 requires that all gifts and donations received by programs conducted by the County Superintendent of Schools be accepted by the County Board of Education.

SUPERINTENDENT'S RECOMMENDATION:

Accept gifts and donations as follows:

Program:	Donor:	Value:
Special Education	Santa Cruz Seaside Company	$650

FISCAL IMPLICATIONS:

Gifts/donations received will be utilized by the programs/staff to which they are donated.

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [ ] **Action** [X] **Information**

TO: Santa Cruz County Board of Education

FROM: Maria Reitano, Head of School, PCS

SUBJECT: PCS Annual Report and Diversity Plan

BACKGROUND

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter School (PCS) makes an annual report on the evaluation of its educational program in accordance with the charter petition and fulfillment of the charter's purpose and goals. Their presentation will also present the charter's Diversity Plan.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

PACIFIC COLLEGIATE SCHOOL

Annual Report to Santa Cruz County Office of Education

November 30, 2020

Pacific Collegiate School
Annual Report to Santa Cruz County Office of Education: 2020

Table of Contents

Mission & Vision 3
Introduction 3
Executive Summary 3
COVID-19 Response 4
Student Achievement Data 5
California Assessment of Student Performance and Progress (CAASPP) 5
Cohort Analysis of CAASPP Scores for Class of 2020 7
Advanced Placement (AP) 9
Scholastic Aptitude Test (SAT) 11
American College Testing (ACT) 12
College Admissions 13
Progress Towards Goals: 13
Local Control Accountability Plan (LCAP) 13
Western Association of Schools and Colleges (WASC) Accreditation Goals 14
Strategic Plan 15
Diversity, Equity, and Inclusion - Plan and Progress 16
2020-2025 Diversity Plan Goals 17
Goal A: Recruit More Diverse Student Populations 17
Goal B: Build Mechanisms of Student Support 18
Goal C: Recruit Diverse School Leadership 19
Goal D: Build an Inclusive and Supportive School Culture 19
Goal E: Refine Data Collection and Assessment 20
School Culture and Climate Data 20
School Attendance 20
First to College Students 22
School Surveys 22
Financial Oversight 24
Appendices 25

Tables

Table 1: 2019 English Language Arts and Math CAASPP results - Grades 7, 8, and 11 5
Table 2: 2019 English Language Arts CAASPP results - Grade 7 Subgroup Comparison 6
Table 3: 2019 Math CAASPP results - Grade 7 Subgroup Comparison 6
Table 4: 2019 English Language Arts CAASPP results - Grade 8 Subgroup Comparison 6
Table 5: 2019 Math CAASPP results - Grade 8 Subgroup Comparison 7
Table 6: 2019 English Language Arts CAASPP results - Grade 11 Subgroup Comparison 7
Table 7: 2019 Math CAASPP results - Grade 11 Subgroup Comparison 7
Table 8: Grade 7, 8, and 11 English Language Arts CAASPP scores for students who graduated from PCS in 2020 - Economic Status Comparison 8
Table 9: Grade 7, 8, and 11 Math CAASPP scores for students who graduated from PCS in 2020 - Economic Status Comparison 8
Table 10: Grade 7, 8, and 11 English Language Arts CAASPP scores for students who graduated from PCS in 2020 - Race/Ethnicity Comparison 8
Table 11: Grade 7, 8, and 11 Math CAASPP scores for students who graduated from PCS in 2020 - Race/Ethnicity Comparison 9
Table 12: AP participation and scores for all PCS students (2016-2020) 9
Table 13: AP Exam Participation and Scores for Class of 2020 - Overall and Latinx-White Comparison *The differences of 4-7% reported in Table are small and not statistically significant. 11
Table 14: SAT data for PCS Graduating Classes 2014-2017, with comparison to National Average (2017) 11
Table 15: SAT data for PCS Graduating Classes 2017 -2020, with comparison to CA and National Averages (2020) 12
Table 18: 2019-2020 PCS School Attendance data 21
Table 19: Attrition Study Data (2014-15 to 2017-18) 21

Figures

Figure 1. Responses from the Spring 2020 Family/Caregiver Distance Learning Survey. 5
Figure 2. AP Scores for all PCS students 2016-2020 10
Figure 3. Percent of Class of 2020 earning a 3,4, or 5 on AP Exam - Comparison of PCS to Nationwide performance by test subject 10
Figure 4. Current PCS Enrollment by Race/Ethnicity (2020-2021) 17
Figure 5: PCS Total Enrollment (2015-present) 22

Pacific Collegiate School
Annual Report to Santa Cruz County Office of Education: 2020

Mission & Vision

Pacific Collegiate School is a public charter school whose Mission is to provide exemplary, standards-based college preparatory and fine arts education for public middle and high school students of Santa Cruz County and bordering areas. Our vision is to offer any student the same quality of education offered by the most academically distinguished schools in California. Our graduates will be prepared to enter and thrive at the world's finest colleges and universities.

In addition to a core college preparatory curriculum, Pacific Collegiate School emphasizes international, cross cultural and technological education in order to prepare graduates for life in the 21st Century. Pacific Collegiate students are introduced to the rich variety of world cultures and become fluent in at least one world language. They will become proficient in information technologies essential for digital literacy in the 21st Century.

Introduction

Pacific Collegiate School (PCS), operating as a charter school authorized by the Santa Cruz County Office of Education (SCCOE) in 1998, first served students in the fall of 1999. Since then, PCS and the SCCOE have enjoyed a strong and collaborative partnership in providing an alternative school of choice for students seeking an Advanced Placement focused college preparatory education. PCS currently operates under a charter renewed in 2020 for a five-year term (2020-2025). This report outlines progress towards goals described in the most recent charter renewal petition, as well as agreements made in the Memorandum of Understanding between PCS and the SCCOE on February 15, 2020.

Executive Summary

Pacific Collegiate School continues to maintain a very strong track record of preparing all students to enter and thrive in the world's finest colleges and universities. PCS students consistently perform at high levels, as measured by CAASPP, SAT, AP, and ACT scores. Our graduates fulfill all CSU/UC a-g requirements and emerge from our school prepared to thrive in college and beyond.

PCS strongly values a student, faculty, staff, and Board population that reflects the diversity of Santa Cruz County in all respects, including demography, socioeconomic status, race, ethnicity, culture, religion, gender identity, sexual orientation, and ability levels. A diverse PCS school community is central to our obligation as a public school to provide equal access and support for all community members seeking a high-quality, standards-based, college preparatory and fine arts education. Further, research underscores the contributions of diverse school communities to student learning, including critical thinking, communications, and problem solving.

Looking back over the first two decades of PCS history, we credit much of our school's success to a singular focus on creating a rigorous academic environment, rich in opportunities for students to explore complex ideas, engage with challenging curriculum, and express themselves through a robust art and music program. Looking forward, we have bold plans to ensure that a more diverse student body has the opportunity to thrive within a dynamic and inclusive PCS program and community.

COVID-19 Response

In response to public health concerns, PCS made the shift to distance learning in March, 2020. We surveyed families and distributed Chromebooks and Wi-Fi hotspots to all students who needed them to ensure that every student had equitable access to the technology needed to engage in distance learning. We held training and completed tech checks with all PCS students to confirm each student's readiness for synchronous online classes. We allowed students to retain devices over the summer to complete summer assignments and distributed additional technology for new students in preparation for the start of the 2020-2021 school year.

A multi-stakeholder PCS Reopening Task Force collaborated for months to prepare contingency health, safety, and instructional plans in alignment with state and local guidance. As it became clear that health conditions in Santa Cruz County would require that PCS begin the school year in distance learning mode, PCS engaged students and parents in additional distance learning orientations, tech checks, and training to prepare for the 2020-2021 school year.

Thanks to careful planning and preparation, PCS has been able to provide substantive synchronous and asynchronous instruction to all students this school year. Our current bell schedule during distance learning provides all PCS students with at least 915 minutes of synchronous instruction, 150 minutes of tutorial support, and 125 minutes of asynchronous learning per week.

Student attendance in synchronous classes during the 2020-21 has consistently been over 99%, and completion of asynchronous learning assignments has also been high, reflecting significant student engagement.

In Spring 2020, 97.3% of PCS families and caregivers responding to a survey about distance learning indicated that their PCS students were consistently participating in distance learning. A Fall 2020 distance learning survey is still open for input from students and parents, but currently reflects similar levels of engagement.

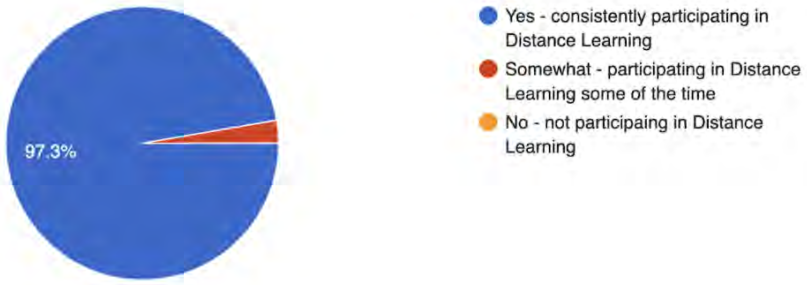

Figure 1. Responses from the Spring 2020 Family/Caregiver Distance Learning Survey.

PCS administration, faculty and staff, and Board of Directors have recently approved a plan to provide targeted support, intervention, and federally mandated assessments for our most vulnerable learners (e.g. students with IEPs or 504 plans, English Learners, and other students identified by the Student Study Advisory Team as needing additional support) via small on-site cohorts. Small cohort targeted support began on November 30, 2020.

Student Achievement Data

California Assessment of Student Performance and Progress (CAASPP)

Beginning in the 2014-15 school year, California transitioned to the California Assessment of Student Performance and Progress (CAASPP). The CAASPP is taken by students at PCS in grades 7, 8, and 11. Pacific Collegiate students performed very well on these assessments, including those in all significant subgroups.

In response to the coronavirus pandemic, the California Department of Education determined that CAASPP testing would not take place in 2020; therefore, the following represents 2019 CAASPP data.

ELA and Math Results - 2019								
	7th		8th		11th		Overall	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% participation	100%	100%	98%	97%	96%	98%	98%	98%
Exceeded	42%	48%	42%	52%	66%	47%	50%	49%
Met	48%	25%	39%	23%	30%	36%	39%	28%
Nearly Met	7%	18%	13%	13%	4%	11%	8%	14%
Not Met	3%	9%	6%	13%	0%	6%	3%	9%

Table 1: 2019 English Language Arts and Math CAASPP results - Grades 7, 8, and 11

7th Grade ELA Subgroups - 2019						
	PCS (91)	Latinx (10)	Two or More Races (12)	White (63)	Not Econ. Dis. (81)	Econ. Dis. (10)
Exceeded	42%	40%	83%	35%	44%	20%
Met	48%	40%	17%	54%	46%	70%
Nearly Met	7%	10%	0%	8%	6%	10%
No Met	3%	10%	0%	3%	4%	0%

Table 2: 2019 English Language Arts CAASPP results - Grade 7 Subgroup Comparison

7th Grade Math Subgroups - 2019						
	PCS (91)	Latinx (10)	Two or More Races (12)	White (63)	Not Econ. Dis. (81)	Econ. Dis. (10)
Exceeded	48%	58%	60%	44%	53%	10%
Met	25%	25%	25%	23%	40%	55%
Nearly Met	13%	12%	10%	13%	14%	9%
Did Not Meet	6%	12%	0%	6%	5%	9%

Table 3: 2019 Math CAASPP results - Grade 7 Subgroup Comparison

8th Grade ELA Subgroups - 2019						
	PCS (89)	Latinx (17)	Two or More Races (10)	White (53)	Not Econ. Dis. (78)	Econ. Dis. (11)
Exceeded	42%	35%	60%	40%	44%	27%
Met	39%	41%	30%	42%	37%	55%
Nearly Met	13%	12%	10%	13%	14%	9%
Did Not Meet	6%	12%	0%	6%	5%	9%

Table 4: 2019 English Language Arts CAASPP results - Grade 8 Subgroup Comparison

8th Grade Math Subgroups - 2019						
	PCS (89)	Latinx (17)	Two or More Races (10)	White (53)	Not Econ. Dis. (78)	Econ. Dis. (11)
Exceeded	52%	29%	70%	58%	56%	27%
Met	23%	24%	30%	21%	23%	18%
Nearly Met	13%	12%	0%	12%	14%	55%
Did Not Meet	13%	35%	0%	10%	6%	0%

Table 5: 2019 Math CAASPP results - Grade 8 Subgroup Comparison

11th Grade ELA Subgroups - 2019						
	PCS (82)	Latinx (13)	Two or More Races (14)	White (51)	Not Econ. Dis. (70)	Econ. Dis. (12)
Exceeded	66%	54%	64%	73%	69%	50%
Met	30%	46%	36%	36%	27%	50%
Nearly Met	4%	0%	0%	4%	4%	0%
Did Not Meet	0%	0%	0%	0%	0%	0%

Table 6: 2019 English Language Arts CAASPP results - Grade 11 Subgroup Comparison

11th Grade Math Subgroups - 2019						
	PCS (82)	Latinx (13)	Two or More Races (14)	White (51)	Not Econ. Dis. (70)	Econ. Dis. (12)
Exceeded	47%	23%	60%	49%	62%	17%
Met	36%	54%	27%	37%	34%	50%
Nearly Met	11%	15%	7&	12%	8%	25%
Did Not Meet	6%	8%	7%	2%	6%	8%

Table 7: 2019 Math CAASPP results - Grade 11 Subgroup Comparison

Cohort Analysis of CAASPP Scores for Class of 2020

An analysis of CAASPP scores of the Class of 2020 (the first class at PCS to have completed the CAASPP in grades 7, 8 and 11) reveals significant growth in student mastery of standards over time. In fact, cohort study shows that the number of students who meet or exceed standards increases significantly for each testing year during the span of students' study at PCS. This growth trend is true for all subgroups of students.

Cohort Analysis for Class of 2020 ELA - Economic Status*						
	2015 - 7th Grade		2016 - 8th Grade		2019 - 11th Grade	
	Econ. Dis. (11)	Not Econ. Dis. (71)	Econ Dis. (12)	Not Econ Dis (69)	Econ. Dis (11)	Not Econ Dis (71)
Exceeded	18%	30%	25%	49%	55%	69%
Met	64%	49%	58%	38%	45%	27%
Nearly Met	18%	20%	17%	12%	0%	4%
Did Not Meet	0%	1%	0%	1%	0%	0%

Table 8: Grade 7, 8, and 11 English Language Arts CAASPP scores for students who graduated from PCS in 2020 - Economic Status Comparison

Graduating Cohort 2020 Math Scores Over Time - Economic Status						
	2015 - 7th Grade		2016 - 8th Grade		2019 - 11th Grade	
	Econ. Dis. (11)	Not Econ. Dis. (71)	Econ Dis. (12)	Not Econ Dis (69)	Econ. Dis (11)	Not Econ Dis (71)
Exceeded	27%	39%	8%	42%	18%	52%
Met	36%	37%	67%	29%	55%	34%
Nearly Met	27%	18%	17%	22%	18%	8%
Did Not Meet	9%	6%	8%	7%	9%	6%

Table 9: Grade 7, 8, and 11 Math CAASPP scores for students who graduated from PCS in 2020 - Economic Status Comparison

Graduating Cohort 2020 ELA Scores Over Time (Ethnicity)*									
	2015 - 7th Grade			2016 - 8th grade			2019 - 11th Grade		
Performance Level	Latinx (15)	2 or more races (14)	White (52)	Latinx (13)	2 or more races (13)	White (46)	Latinx (13)	2 or more races (14)	White (50)
Exceeded	27	29	29	38	54	43	54	64	74
Met	47	57	52	36	31	46	46	36	22
Nearly Met	20	14	19	23	15	11	0	0	4
Not Met	7	0	0	0	0	0	0	0	0

Table 10: Grade 7, 8, and 11 English Language Arts CAASPP scores for students who graduated from PCS in 2020 - Race/Ethnicity Comparison

Graduating Cohort 2020 Math Scores Over Time (Ethnicity)*									
	2015- 7th Grade			2016- 8th grade			2019- 11th Grade		
Performance Level	Latinx (15)	2 or more races (14)	White (52)	Latinx (14)	2 or more races (14)	White (52)	Latinx (13)	2 or more races (15)	White (50)
Exceeded	47	50	33	21	57	37	23	60	50
Met	20	29	44	50	29	33	54	27	38
Nearly Met	27	21	17	7	14	27	15	7	10
Not Met	7	0	6	21	0	4	8	7	2

Table 11: Grade 7, 8, and 11 Math CAASPP scores for students who graduated from PCS in 2020 - Race/Ethnicity Comparison

Advanced Placement (AP)

AP courses are intended to be college level courses for high school students. Scores are given on a scale of 1-5, with scores of 3, 4, and 5 typically considered to be worthy of college credit. Students who take AP courses are not required to take AP exams, but are strongly encouraged to do so.

The 2020 scores demonstrate that PCS students continue to excel on AP exams. Despite the pandemic, PCS students took more AP exams and performed even better than in 2019 (49% of scores ranged from 4 to 5 in 2020 compared to 45% in 2019). Similarly to the previous years, the majority (close to 80%) of scores ranged from 3 to 5, showing that these students were qualified to receive college credit for a variety of subjects, including History, Biology, English, Math, Physics, and World Languages.

AP scores of all students who took an AP exam (2016-2020)

Test year	5	4	3	2	1	Total tests	Ave. Score	% 3,4,5	% 4,5	% tested
Overall 2016	21%	35%	26%	13%	4%	402	3.57	83%	56%	73%
Overall 2017	18%	35%	28%	14%	4%	408	3.49	81%	53%	73%
Overall 2018	19%	36%	29%	14%	2%	404	3.56	84%	55%	69%
Overall 2019	19%	26%	32%	20%	3%	433	3.4	77%	45%	74%
Overall 2020	20%	29%	27%	18%	5%	615	3.4	77%	49%	88%

Table 12: AP participation and scores for all PCS students (2016-2020)

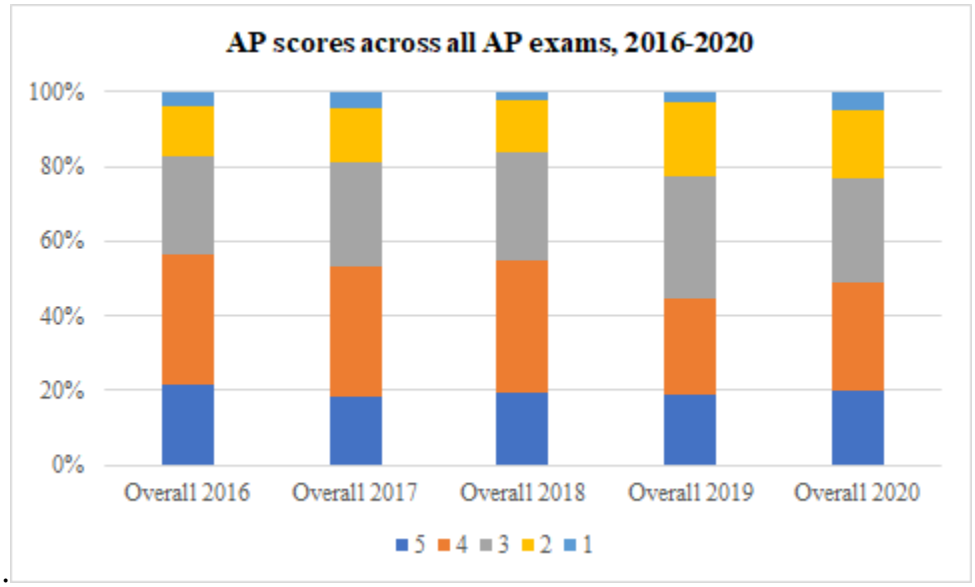

Figure 2. AP Scores for all PCS students 2016-2020

Given that all PCS students have been required to take AP World History, AP United States History, AP English Language or AP English Literature, and AP Biology, these results place PCS as one of the top performing schools in the nation (see the results for the Class of 2020 in Figure 3 below). The majority of the most recent cohort of seniors (between 63% and 81%, depending on the subject) took an AP exam after completing the required course at PCS, and also the majority (75-85%) demonstrated a college level of knowledge and skills, scoring 3-5. These results are indicative of the success of the PCS curriculum.

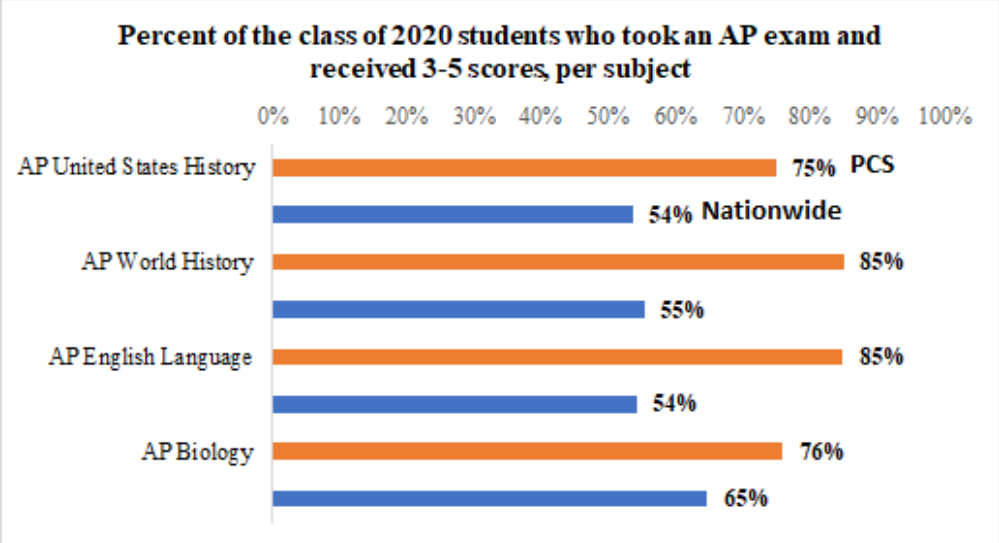

Figure 3. Percent of Class of 2020 earning a 3,4, or 5 on AP Exam - Comparison of PCS to Nationwide performance by test subject

An important aspect of the PCS mission is to ensure access for all students to rigorous college preparatory coursework. One way we demonstrate this is through equity in access to Advanced Placement classes. As Table below shows, the majority of Latinx students and White, non-

Latinx students participated in AP exams, taking 6 AP exams on average. Their success rates (receiving a score of 3-5) were also comparable across all subjects and in STEM subjects.*

Class of 2020 students' participation and achievement on AP exams

	Overall (n=89)	Latinx (n=16)	White, non-Latinx (n=73)
% seniors who took at least one AP exam	81%	75%	82%
Average N of AP exams taken since 9th grade	6	6	6
At least one AP exam with a 3-5 score	72%	75%	71%
At least one AP exam in STEM subjects with a 3-5 score	61%	56%	62%

Table 13: AP Exam Participation and Scores for Class of 2020 - Overall and Latinx-White Comparison
**The differences of 4-7% reported in Table are small and not statistically significant.*

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is commonly used by colleges and universities as one of the metrics for admissions. Students typically take the test for the first time in the second half of their junior year, and can retake the test multiple times to earn a higher score. Scores are reported as the average of the best score earned by students on each section of the test, or by the best total score. Each section is scored on a scale of 200 to 800, with a total possible score of 2400. The format of the exam changed in 2017, so we have included results from the old format as well as the new one.

Class of	Critical Reading	Math	Writing	Total
2014	647	633	643	1922
2015	649	644	643	1936
2016	639	627	646	1912
2017 (old exam)	655	627	641	1923
National Average (2017)	494	508	482	1484

Table 14: SAT data for PCS Graduating Classes 2014-2017, with comparison to National Average (2017)

PCS Class of	Evidence Based Reading and Writing	Mathematics	Total
2017 (new exam)	650	622	1272
2018	679	683	1362
2019	642	629	1272
2020	**627**	**613**	**1240**
California Average (2020)	**527**	**522**	**1049**
National Average (2020)	**531**	**528**	**1059**

Table 15: SAT data for PCS Graduating Classes 2017 -2020, with comparison to CA and National Average (2020)

American College Testing (ACT)

The ACT is another test commonly used by universities for admissions. Typically, the test is not taken as often by students in California as it is not necessary for admissions to CSU and UC schools. Many private and out of state universities prefer or require students to report scores for the ACT. Each section of the test is scored on a scale of 1 to 36, with a composite score acting as an average of the sections rather than a total.

PCS Class of:	English	Math	Reading	Science	Composite
2014	28.1	27.5	28.4	26.9	27.9
2015	29.5	28.7	30.0	27.7	29.1
2016	29.9	28.5	29.0	27.5	28.9
2017	31.0	28.8	29.4	28.6	29.6
2018	30.7	28.6	30.6	29.	29.6
2019	29.5	26.9	29.8	27.9	28.5
2020	**27.1**	**25.1**	**28.8**	**27**	**27.2**
National Average (2020)	**19.9**	**20.2**	**21.2**	**20.6**	**20.6**

Table 16: ACT data for PCS Graduating Classes 2014 -2020*, with comparison to National Average (2020)*

Overall, students at Pacific Collegiate School continue to excel on all standardized tests. We attribute this in large part to the success of the excellent college preparatory curriculum in which all PCS students are engaged. This is also supported by PSAT, SAT, and ACT test preparation classes offered free of charge to all PCS students. While standardized tests do not paint the entire picture of PCS, these exams are clearly an external metric that validates the strength of the school program and curriculum.

It is worth noting that all standardized test administrations (SAT/ACT/PSAT) were cancelled in Santa Cruz County from March-October 2020. As a result, students in Class of 2020 and 2021 had more limited access to these exams than in previous years.

College Admissions

The table below shows where PCS students matriculated to over the past four years. The proportion of students attending 2-year vs. 4-year schools has stayed relatively steady over this time period.

	2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%
2-year college	15	22%	17	23%	14	20%	13	14.6%	24	28%
4-year college	48	70%	53	72%	51	73%	74	83.1%	56	66%
Military	-	-	2	3%	1	1%	-	-	-	-
Non-US college	4	6%	2	3%	1	1%	-	-	-	-
Gap/Year off	2	3%	1	1%	4	6%	1	1.1%	4	4.7%

Table 17: College Admissions Data for PCS Graduating Classes (2016-2020)

Progress Towards Goals:

Local Control Accountability Plan (LCAP)

Pacific Collegiate School's annual update in the LCAP plan for 2018-19 showed the school's progress toward goals (see Appendix). PCS met or exceeded all goals as outlined in the LCAP. In particular, the 2018-19 LCAP highlighted a variety of ways PCS provided access to high quality college preparatory resources to all students:

- Focused on success of First to College students through increased academic counseling, outreach to parents, and targeted academic support.
- Provided free test preparation classes for the PSAT, SAT, and ACT for all PCS students.
- Increased the opportunities for students to engage in college level research during high school.

- Provided access to technology and technology literacy learning for all students - all students take our Study Skills and Technology course in 7th grade, and digital devices are available for student use in all classes and study areas.
- Focused on equity, access, and opportunities for families with fewer financial resources, including providing free lunch, test preparation, AP exams, tutoring, and participation in curricular activities.
- Ensured parent participation through Board and school committee membership.
- Maintained high student engagement and attendance.
- Maintained a highly qualified and effective faculty and staff.
- Maintained a school facility that is safe and supportive of the PCS learning environment.
- Provided access for all students to Advanced Placement classes.

In response to the pandemic, the state of California asked Local Educational Agencies to complete the COVID-19 Written Report and Learning Continuity and Attendance Plans (see Appendix). These documents provided significant details about our school response to the coronavirus crisis, and the many ways in which PCS continues to provide exemplary learning opportunities for all students in the midst of the pandemic.

Western Association of Schools and Colleges (WASC) Accreditation Goals

2019-2020 was the fifth year of a six-year WASC accreditation. PCS was scheduled to complete a WASC Self-Study during the 2020-2021 school year, with an accreditation visit in Spring 2021. Due to the pandemic, all WASC visits have been postponed, and our Self-Study and WASC site visit have been rescheduled to the 20201-2022 school year. Pacific Collegiate School's WASC Accreditation has been extended accordingly.

The previous WASC Action Plan, revised with comments from the visiting committee, is included in the Appendix of this report. The goals included in this self-study influenced the goals of the school LCAP, the previous Strategic Plan, and our most recent charter renewal. The plan identified two critical learner needs:

1. Develop the new PCS school facility in a manner that is consistent with the school's Charter.
2. Support all entering students to graduate from PCS prepared to enter and succeed at their chosen college or university.

PCS has made significant progress on the goals outlined in the WASC plan, including:

- Taking full advantage of our new facility, including increased classroom space for computer-based classes and science labs.
- Ensuring availability of dedicated rehearsal space for performing arts, our new outdoor amphitheater space, as well as outside facility agreements to accommodate performances for Music, Drama, and Choir.

- Continued partnership with the Santa Cruz Land Trust for stewardship of the Antonelli Pond riparian area.
- Increased use of the outdoor space around Antonelli Pond for instructional purposes.
- Additional academic services and support for all students, with particular focus on support for traditionally underrepresented students and their families.
- Increased number of graduates who complete college level research via Capstone project.
- Comprehensive curriculum review in all academic departments, in alignment with CCSS and NGSS.
- Ongoing annual cycle of stakeholder engagement, including alumni surveys and tracking of alumni college persistence rates.

Strategic Plan

The PCS Board approved a three-year Strategic Plan that provides direction for the school through 2018 (see Appendix). This plan was developed through a year-long process that incorporated input from all community stakeholders, including Board, staff, students, parents, and community members. The plan was also developed to align with school goals outlined in the WASC self-study as well as the LCAP. To date, progress has been made in the following areas:

- The faculty continued comprehensive curriculum review in all academic departments.
- The school saw another increase in the number of students engaged in independent project learning, under the umbrella of its Senior Capstone course.
- The Communications group of the Development Committee developed a new website aimed at modernizing and streamlining communication.
- The school adopted Canvas as a new learning management system that was implemented in the 2017-18 school year. Teachers use Canvas as an effective tool for asynchronous learning and communications.
- The school budget was developed to provide salary increases to all employees, building on the significant increases of the prior year. PCS established a Collective Bargaining Agreement with the newly formed certificated faculty union, United PCS.
- The school secured short term facility leases to support music, theater, and choir performances.

PCS is engaging stakeholders in a strategic planning process during the 2020-2021 school year. We look forward to developing a new schoolwide plan in alignment with our recently approved Charter and Diversity Plan.

Diversity, Equity, and Inclusion - Plan and Progress

A diverse school community is central to PCS values and our mission to provide equal access and support for all students seeking a high-quality, standards-based, college preparatory and fine arts education.

Past PCS Diversity Plans led to the creation of a part-time Outreach Coordinator position, the development of a community outreach program, a first-to-college lottery preference, enhanced student support and school culture building activities, and an emphasis on diversity, equity, and inclusion (DEI) in leadership development and hiring practices.

The 2020-2025 Diversity Plan outlines bold priorities and actions, including: (1) enhanced outreach and expanded lottery preferences for traditionally underrepresented students; (2) a multi-tiered system of robust supports to ensure all students can succeed at PCS, including AVID and other targeted intervention and support programs; (3) continued efforts to recruit diverse leadership, faculty, and staff; (4) a variety of strategic initiatives to engage all stakeholders in building an inclusive, equitable, and anti-racist school community; and (5) refined data collection and usage to uncover and respond to any achievement gaps, particularly in support of the most vulnerable students and subgroups.

The PCS Board of Directors is firmly committed to these values, having prioritized DEI in both Board recruitment and in the hiring of our current Head of School. As a result, school leadership is the most diverse in PCS history, with a female head of school and a Board of Directors that is currently 80% women and 50% people of color, including 33% Latinx and 10% African American membership.

Further reflecting PCS's commitment to diversity efforts is the recent decision by the Head of School and Board of Directors to expand the part-time Outreach Coordinator role to a full-time Director of Diversity, Equity, and Inclusion position. PCS has hired Dr. Héctor Rico to fill this position, who brings decades of DEI leadership experience to this new role. Dr. Rico has served as an equity and innovation focused Principal, Director, and Superintendent in a variety of California public schools, as well as providing leadership and support to public schools at the state level. Dr. Rico brings rich experience to PCS to enhance our work in attracting, supporting, and preparing students who are socio-economically-, culturally-, linguistically-, and ability-diverse toward for success in college and beyond. The creation of the DEI Director position and the hiring of Dr. Rico speaks to our commitment to advance our goals around diversity, equity, and inclusion. We are also steadfast in our desire to build our collective capacity and efficacy around these important issues and ensure that all members of the school community are active participants in these efforts and contribute to our success.

Under the direction of PCS Director of Diversity, Equity, and Inclusion, Dr. Rico, the PCS Diversity Committee will continue to operate as an advisory committee designed to support the

Head of School and Director of DEI in implementing the PCS Diversity Plan. This work will continue to include developing and sustaining a positive and inclusive school culture, increasing our collective capacity to meet the diverse needs of all students, building community partnerships, and engaging parents and other members of the school community in opportunities to contribute to the discussion on race, social justice, and educational equity. The Diversity Committee includes members of the PCS community including past and current Board members, the Head of School, parents, and students.

2020-2025 Diversity Plan Goals

Goal A: Recruit More Diverse Student Populations

In alignment with these goals of the 2020-2025 PCS Diversity Plan, the recently renewed PCS Charter outlined expanded lottery preferences for traditionally underrepresented students, including a 30% preference for those students who will be First to College and/or who are eligible for free/reduced price meals. These expanded preferences are already yielding promising results, as PCS welcomed the most diverse 7th grade class in recent school history: 28.3% Latinx, 9.6% Asian, 1.1% African American, 13.8% two or more races, and 54.3% White (45.7% students of color).

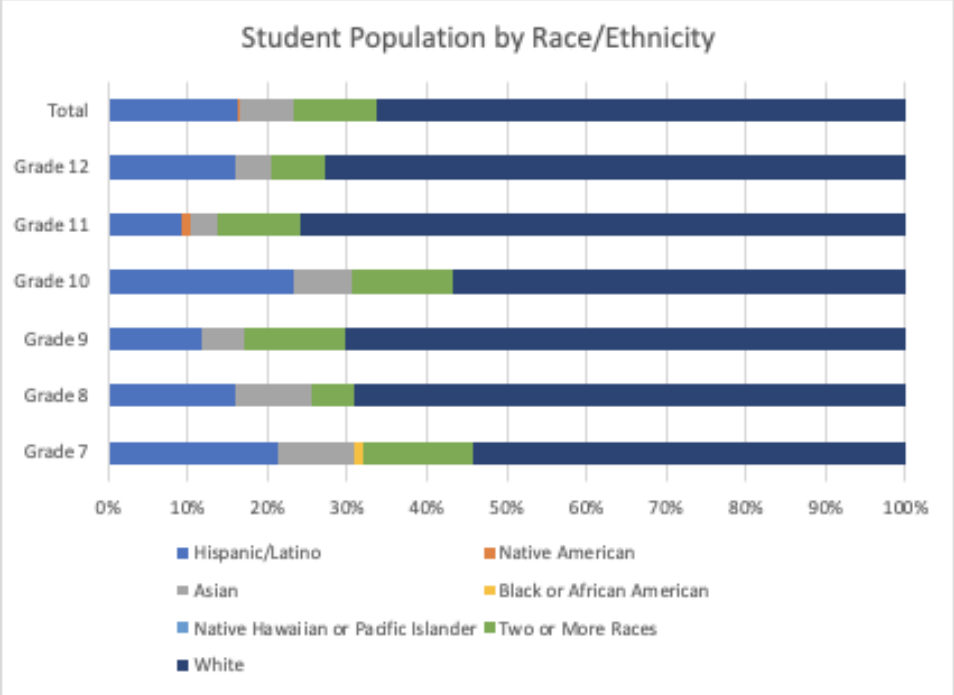

Figure 4. Current PCS Enrollment by Race/Ethnicity (2020-2021)

PCS is encouraged by this diversity growth, and is committed to ongoing outreach and recruitment of students in all Santa Cruz communities, as well as strengthening support structures to facilitate the success of students from underrepresented populations, once enrolled.

Goal B: Build Mechanisms of Student Support

The 2020-2025 PCS Diversity Plan and Charter outline a commitment to building multi-tiered systems of support to ensure that all students are supported to be successful at PCS, with a particular interest in ensuring the success of traditionally underrepresented students.

Although the coronavirus crisis has interrupted and complicated the work of schools in the past year, PCS recognizes that the pandemic has created additional burdens and challenges disproportionately affecting traditionally underrepresented students. For this reason, PCS distance learning, reopening, and small cohort targeted support plans have been created with measures in place to ensure educational equity. We have continued efforts to enhance and expand student support services even in the midst of these challenging times.

Since last year's update, even in the midst of the pandemic, PCS has made progress toward this Goal B in the following ways:

- Expanded services to English Learners, including additional instruction and tutoring supports before, during, and after school
- Refined SST process, including implementation of a new system for tracking and reporting student attendance, engagement, progress and concerns to a weekly Student Support Advisory Team
- Enhanced tutoring and academic support via new employee and partnership with UCSC
- Enhanced social-emotional support and counseling services, available during distance learning via online PCS Support Hub
- Summer Institute training for PCS AVID Team (2 administrators and 4 teachers)
- Cooperation with AVID regional team on initial phase of implementation during 2020-2021, and plans to expand supports for First-to-College students in future

Recent Faculty and Staff professional development has included a focus on Diversity, Equity, and Culturally Responsive Pedagogy. PCS teachers and administrators have participated in a variety of professional learning opportunities, including:

- **Equity and Access in Distance Learning:** In August 2020, PCS teachers have participated in a full day of training focused on engaging students in equitable learning opportunities via distance learning.
- **AVID Training**: In July 2020, the Head of School, Faculty Dean, and the 7th grade team participated in Advancement Via Individual Determination (AVID) training in anticipation of the initial phase of implementation during the 2020-2021 school year. This team is also participating in ongoing learning and planning for further implementation and expansion of the program. Additional team members are scheduled to be trained prior to the 2021-2022 school year.
- **Equity and Anti-Racist Education:** Equity-focused training is planned for January 2021 and June 2021 in-service days, which will include workshops focused on supporting

English Learners, differentiating instruction, and embedding anti-racist education across the curriculum

- **Diversity, Equity, Inclusion and Universal Design for Learning:** PCS teachers participated in several learning opportunities focused on DEI and UDL during the 2019-2020 school year.
- **Supporting Diverse Learners via Distance Learning:** During the 2020-2021 school year, PCS teachers have engaged in one-time and ongoing, job-embedded professional learning focused on supporting the needs of all students via distance learning.
- **Culturally Responsive Teaching:** In 2017-2019, teachers, staff, and Board members learned from Nicole Anderson, educational equity consultant, during several full and half day workshops.
- **Equity Professional Learning Communities:** Faculty and Staff met monthly throughout the 2018-2019 in professional learning communities (PLCs) focused on studying the culture of PCS in regards to equity issues related to gender, race, political and religious difference, and LGBTQIA+ people.
- **ACSA Equity Institute:** Former Principal Simon Fletcher and Assistant Principal Todd Harrison participated in the SCCOE hosted Equity Institute throughout the 2017-18 school year. During 2018-2019, PCS added two additional participants for the second year of the institute.

Goal C: Recruit Diverse School Leadership

PCS recognizes that representation matters in our efforts to create a welcoming and inclusive school community. For this reason, the 2020-2025 PCS Diversity Plan charges the Head of School with the task of identifying and implementing strategies to recruit a more diverse teacher and staff population, and the Board to continue recruiting diverse members, both with a view to better reflect our community's demographics.

PCS has enhanced our recruitment strategies to include a variety of platforms for posting and advertising available positions, as well as participation in regional recruitment fairs at the Santa Cruz County Office of Education, UCSC, and CSUMB, and virtual teacher of color recruitment fairs. We are expanding partnerships with UCSC and CSUMB for student teacher and intern placement at PCS with an eye toward developing talent pipelines in support of our recruitment goals.

School leadership is currently the most diverse in PCS history, with a female Head of School and a Board of Directors that is currently 80% women and 50% people of color, including 33% Latinx and 10% African American membership.

Goal D: Build an Inclusive and Supportive School Culture

An essential aspect of the 2020-2025 PCS Diversity Plan is intentional focus on actions necessary to build and maintain inclusive and equitable school culture and climate to support the academic
success, and social and emotional well-being of every student.

Research has shown that an equitable and inclusive school culture is critical to the recruitment and retention of diverse and highly-qualified teachers, as well as the recruitment, retention and success of students of diverse backgrounds. To ensure all members of the PCS community experience an inclusive rather than an assimilationist environment, PCS will continue to provide learning opportunities for leadership, staff, faculty and students to engage in discussion and training about equity, explicit and implicit bias, structural inequalities, and other issues related to diversity, equity, inclusion, and social justice. Under the direction of the Director of Diversity, Equity, and Inclusion and the Head of School, PCS has committed to engaging the Board, teachers, staff, parents and students in a multi-year learning process focused on building our collective capacity and efficacy around these important issues.

Since last year's update, PCS has made progress toward this Goal D in the following ways:

- Developing processes and procedures to ensure the equitable access and engagement of all students during distance learning.
- Expanding dedicated staffing to include Director of DEI, EL Coordinator, and additional academic support staff.
- Engaging teachers in all academic departments in equity-focused review of curriculum and instruction, and goals related to identifying, addressing, and reducing opportunity gaps
- Shift to platforms for school newsletter and other communications that supports translation into other languages; commitment to bilingual parent communication (English/Spanish)
- Live Spanish translation provided for parent orientations and meetings

Goal E: Refine Data Collection and Assessment

Supported by the work of data specialists on our Board of Directors, PCS is refining data collection and analysis that will enhance our ability to identify and respond to achievement or opportunity gaps at Pacific Collegiate School. This work is essential to ensure that resources are allocated in particular support of our most vulnerable students.

Progress in this goal area includes the adoption of the SCOIR system for storing and reporting on college preparatory and application data, and ongoing work to align and report data efficiently from our learning management systems (Infinite Campus and Canvas).

PCS will be expanding the data we collect to understand school climate and culture to include multi-stakeholder climate and culture surveys and focus groups in both English and Spanish.

School Culture and Climate Data

School Attendance

PCS student attendance and enrollment have been consistently strong, as shown in the table below. The administration actively communicates with students and parents about the importance of school

attendance, both in regards to academic success and school funding. As discussed previously, worked hard to close the "digital divide" by providing Chromebooks, hotspots, and technology training to students and families to ensure access during the pandemic. PCS attendance rates have increased during distance learning, remaining above 99% during distance learning in the 2019-2020 and 2020-2021 school years.

	Grades 7-8	Grades 9-12	Total School
Enrollment (CBEDS)	183	357	540
Attendance rate (annual)	97.9%	97.2%	97.4%

Table 18: 2019-2020 PCS School Attendance data

The table below represents high school enrollment and attrition data over the four-year period of the 2014-15 school year through the 2017-18 school year. Thanks to Dr. Faris Sabbah, County Superintendent, for compiling this data. This analysis shows the relative proportionality for racial and socioeconomic subgroups. In general, all groups are represented consistently in enrollment, graduation, and attrition (early exit). Grade point averages for all groups were also consistent.

Student Group	Enrollment	Early Exit	Graduated	GPA
African American	0.9%	2.2%	0.7%	3.17
Asian	11.0%	4.9%	11.0%	3.27
Latinx	13.5%	12.0%	12.5%	3.10
Two or More Races	2.7%	2.2%	4.7%	3.38
Native American	2.1%	2.7%	1.3%	3.29
White	68.9%	71.7%	69.4%	3.24
Free/Reduced Lunch	9%	5.4%	6.9%	3.24
Non-Free/ Reduced Lunch	91%	94.6%	93.1%	3.23

Table 19: Attrition Study Data: 2014-15 to 2017-18 (courtesy of Dr. Sabbah's 2018-2019 study.

Additionally, overall enrollment trends, shown in the chart below, demonstrate that student attrition is reduced across all grade levels. This is in large part due to a schoolwide initiative to increase student engagement and retention, including a focus on individualized student support, attention to mental wellness and social emotional learning, and work towards cultural proficiency.

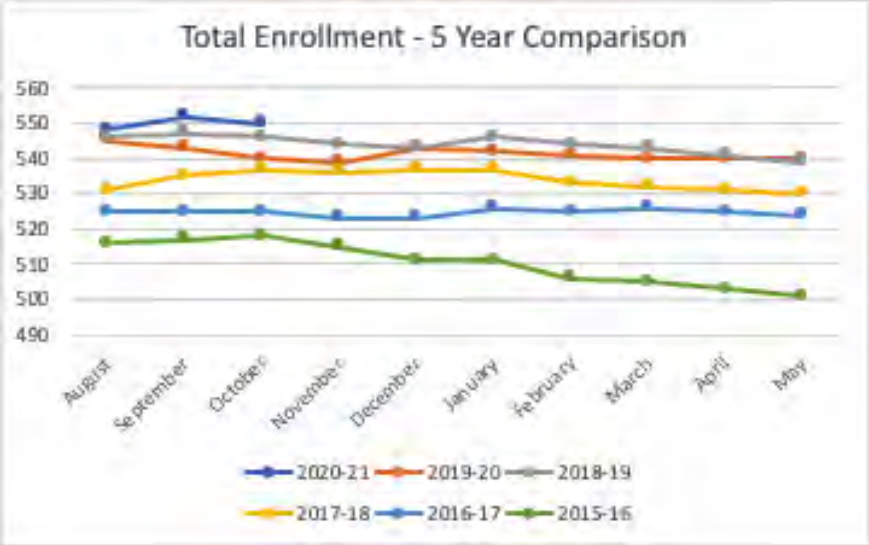

Figure 5: PCS Total Enrollment (2015-present)

First to College Students

The following table shows the enrollment and attrition of First to College students since the initial class of 2017 cohort. The class of 2018 saw significant attrition through student transfers to other schools. In subsequent cohorts this attrition is much lower - we believe in large part due to the increased focus on support for both students and their families.

Class of	#FTC - siblings	#FTC- lottery preference	#FTC - general lottery	#FTC - transferred out	Total #FTC- currently enrolled	FTC - graduated
2017	0	6	3	4	-	5
2018	0	6	5	9	-	1
2019	2	6	4	4	-	9
2020	0	6	2	2	-	5
2021	1	6	1	2	5	-
2022	1	7	0	4	5	-
2023	1	6	0	3	6	-
2024	2	7	1	3	7	-
2025	3	11	2	1	15	
2026	3	15	3	2	16	-

Table 20: First to College Student Enrollment by Graduating Class (Class of 2017 to Class of 2026)

School Surveys

Pacific Collegiate administers a regular cycle of stakeholder surveys. Students take surveys in each class twice a year. Students and parents are also surveyed about their overall perspective on the school once each year. Aggregated results of the surveys are discussed amongst the faculty, staff, and Board and also shared with the entire PCS community. Information from the surveys

is used to inform teaching and curricular decisions and also funding priorities as outlined in the school LCAP.

In 2019-20, stakeholder surveys, focused on our general and distance learning programs pointed to the following areas for school improvement:

- Enhancing support for students' academic, social-emotional, and physical wellbeing;
- Fostering and maintaining a diverse, inclusive, supportive, and anti-racist school culture, in which all students, staff, and families feel a sense of belonging;
- Expanded opportunities for students and families to engage as part of the PCS community;
- Improved communication that is accessible to all PCS families and the community
- Increased focus on innovative teaching and learning, particularly as related to student engagement via distance learning;
- Additional opportunities and resources for families and caregivers to support students during distance learning.

In the 2018-2019 school year, the PCS Board of Directors hired a consulting firm, Edgility, to help in the search for a new Head of School. Part of the search process involved conducting a needs assessment analysis for the school. In order to develop this needs assessment, the PCS Board in consultation with the consulting firm conducted an extensive stakeholder engagement process, which included: (1) individual interviews and focus groups with faculty, (2) interviews and focus groups with staff and members of the leadership team; (3) focus groups with students; (4) phone interviews with Spanish-speaking parents; (5) a "town hall" style meeting with parents; and (6) surveys with all stakeholder groups. Stakeholder groups honed in on the following areas as focus for school improvement:

- Recruiting and maintaining qualified and diverse teachers and staff;
- Building and maintaining a culture where all people feel a sense of belonging and inclusion;
- Incorporating innovative teaching practices while maintaining a rigorous, college-prep focus;
- Enrolling and supporting a diverse student body and
- Creating and maintaining strong lines of communication amongst all stakeholders.

The PCS Board, administration, and staff used areas identified through stakeholder engagement in the drafting of the 2020-2025 PCS Diversity Plan, and the development of Head of School and school goals.

In addition, during the 2019-2020 school year, the Head of School began a new round of stakeholder engagement activities to support our strategic planning process. Although that was interrupted by the coronavirus crisis, Strategic Planning will be completed during the 2020-2021 school year to inform upcoming LCAP and WASC plans. This comprehensive school planning process will include a variety of multi-stakeholder surveys, focus groups, town hall meetings, and planning groups.

Financial Oversight

Pacific Collegiate School continues to exercise effective fiscal oversight of PCS finances, and maintains a high level of transparency and accountability in all of its financial dealings. The Head of School, the Business Office Staff and the Board Treasurer work closely with the Finance Committee to streamline and standardize all finance-related processes and to build a budget that realistically reflects the needs of the students and teachers at the school.

Pacific Collegiate School continues to monitor issues related to the state budget and its impact on school funding. While state funding constantly changes, PCS continues to budget conservatively to ensure the long-term financial stability of the school. The Head of School and her staff regularly seek new ways to reduce costs, while upgrading resources and programs when prudent. PCS will continue to budget conservatively, ensuring that the school remains fiscally solvent and is able to support its strong academic programs.

The PCS Board adopted a new Financial Reserve Policy in October 2017 after completing a detailed reserve study. The revised policy increased the school's overall reserves by more than $500k to more than $1.5M. PCS currently holds $2M in reserves. These reserves allow the school to set an annual budget that focuses on the core mission of preparing students for college while strategically preparing for both expected and unexpected budgetary events. Additionally, the increased reserves and the rigor behind its framework and preparation provide the Board greater confidence that the school's needs will continue to be met even if requirements for one-time expenditure of excess funds are found to be compelling.

PCS maintains a long track record of financial audits and prudent financial management with no major audit findings or qualified opinions. In addition, the COE’s review of the 2019-20 Unaudited Actuals affirms that PCS has demonstrated an ability to maintain a strong financial position.

Appendices

- *2019-2020 Local Control and Accountability Plan – Annual Update*
- *2020 COVID-19 Operations Written Report*
- *2020 Learning Continuity and Attendance Plan*
- *2020-2025 Diversity Status Report and Action Plan*
- *2020 Annual Plan for Special Needs, Section 504, and EL Students*
- *2015 WASC Action Plan*

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Pacific Collegiate Charter School	Simon Fletcher Principal	simon.fletcher@pcsed.org (831) 479-7785 Ext. 3102

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Pacific Collegiate School – www.pacificcollegiate.com – is an independent public charter school open to any student in 7th through 12th grade seeking a rigorous college preparatory education. PCS has earned high honors for its outstanding program and has consistently ranked among the top public schools in California and the nation. Founded in 1999 by parents and educators seeking an alternative in public school education, currently serves 535 students at its new campus, 3004 Mission Street, on Santa Cruz's Westside.

The course of study at Pacific Collegiate School focuses on the traditional core curriculum areas of mathematics, English, science and history as well as additional emphasis on visual and performing arts and foreign languages. The entire program is specifically designed to prepare students to enter competitive colleges and universities worldwide.

In addition to its college preparatory focus, PCS' Charter calls for students to study visual and performing arts, develop global perspectives and hone technological proficiencies to

prepare them for success in the 21st century. Consequently, Pacific Collegiate School provides an exceptional education in the visual and performing arts, requires students to study more languages than English, and constantly strives to use of technology as a tool for learning and a life skill.

PCS's social environment is inclusive, respectful and diverse; students are encouraged to follow their interests and passions and to respect the viewpoints and passions of others. This close-knit culture fosters camaraderie and mutual respect among students, between students and teachers, and ensures a supportive collaboration between faculty members.

PCS believes that students of all backgrounds can thrive academically and socially. PCS provides an extensive school-wide support network and a community of teachers, students, and families all

committed to this vision of student success. PCS makes academics a priority, fostering an environment in which every student is oriented toward the goal of succeeding in college.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Pacific Collegiate School's Local Control Accountability Plan is focused on directing resources to providing access to a college preparatory education for all students. The plan describes some of the strategies the school is using to minimize some of the typical barriers that exist for traditionally under served students, including access to high level courses and college admissions test preparation for all students. The plan also supports a continued focus on preparing all students for success in college through developing research and analysis skills, promoting effective use of technology, and ensuring that well trained teachers are delivering a high quality Advanced Placement curriculum.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

PCS students of all subgroups performed exceptionally well on CAASPP assessments. On both Math and ELA assessments, all subgroups performed in the 'high' or 'very high' level. PCS AP results were also very strong, with high levels of participation paired with high pass rates for students of all subgroups, including First to College students. Student attendance and retention were also very strong, as with the prior year, far exceeding previous years.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

While all subgroups performed at a high or very high level, the subgroups of Hispanic and Socioeconomically Disadvantaged were slightly lower than the overall school scores on CAASPP assessments. Additionally, based on local measures, support of First to College students continues to be an area of need.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There were no performance gaps that were two or more levels below the "all students" group.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Increase academic success of First to College students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Academic support meetings for all First to College students **18-19** Meet at least once with all FTC students, with more meetings scheduled as needed. **Baseline** In 2016-17, Student Support Team members met with all FTC students at least once.	Academic counselors met with all FTC students and their families at least once, and in most cases multiple times.
Metric/Indicator Advanced Placement Exam pass rate of graduating FTC students. **18-19** AP pass rate comparable to general student population. **Baseline** For the class of 2017, FTC seniors had an AP pass rate of 88%, compared to 85% from the general population.	
Metric/Indicator CAASPP scores of FTC graduating students. **18-19**	

Expected	Actual
CAASPP scores comparable to general student population. **Baseline** For the class of 2017 FTC seniors: Math 50% meet/exceed vs. 68% general population. ELA 83% meet/exceed vs. 68% general population.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan. FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals. Parent Education events to discuss college application process. Form a peer to peer network for both the FTC students and their parents.	Met at least once each year with each individual student and his/her family to review progress towards goals in academic plan. FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th/12th) met twice a month to review overall process and individual student progress towards goals. Academic and College Counselors hosted parent meetings for parents of FTC students at each grade level.	1000-1999: Certificated Personnel Salaries LCFF $3,411 3000-3999: Employee Benefits LCFF $878 2000-2999: Classified Personnel Salaries LCFF $2,088 3000-3999: Employee Benefits LCFF $575	1000-1999: Certificated Personnel Salaries LCFF $3,231 3000-3999: Employee Benefits LCFF $832 2000-2999: Classified Personnel Salaries LCFF $2,088 3000-3999: Employee Benefits LCFF $575

	Began the formation of a peer to peer network for both the FTC students and their parents.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Student Support Team staff met will at First To College students over the course of the school year, as described in the actions/services section.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student Support Team staff report that the individual meetings with students, sometimes also including parents, have continued to be an effective strategy to develop a success plan for each First To College child. The addition of parent meetings specifically designed for parents of FTC students has also been effective to supplement the general meetings that all parents are invited to.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to this goal at this time.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Provide access to college entrance test preparation by offering this service free of charge to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation rate by graduating class. **18-19** Maintain a high participation rate for the graduating class. **Baseline** Among the class of 2017, 90% of students participated in a test preparation course.	Among the class of 2019, 86.8%% of students participated in a test preparation course.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer SAT/ACT/PSAT prep classes to help prepare students for tests.	Offered SAT/ACT/PSAT prep classes to help prepare students for tests.	1000-1999: Certificated Personnel Salaries LCFF $20,000	1000-1999: Certificated Personnel Salaries LCFF $8,980

		3000-3999: Employee Benefits LCFF $5,146	3000-3999: Employee Benefits LCFF $2,310
		4000-4999: Books And Supplies LCFF $3,200	4000-4999: Books And Supplies LCFF $2,153
			5000-5999: Services And Other Operating Expenditures LCFF $6,080

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Test preparation courses are offered on a variety of schedules including after school and weekends to accommodate various conflicts. Classes are timed to coincide with common testing dates for SAT/PSAT/ACT.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The program has been very effective, as indicated by a high level of participation and very positive feedback about the quality of the instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We anticipated all classes to be taught by current employees. A portion was taught by an independent contractor.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are planned for this goal in future years.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Students will be engaged in college preparatory research.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduating class participation in one or more research based elective classes. **18-19** Maintain a high participation rate for the graduating class. **Baseline** In the class of 2017, 66% of students took a research based elective class.	In the class of 2019, 68% (n=91) of students took a research based elective class.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a class to provide students the opportunity to hone	Maintained a class to provide students the opportunity to hone	1000-1999: Certificated Personnel Salaries LCFF $12,072	1000-1999: Certificated Personnel Salaries LCFF $12,457

their research skills with supported curriculum. Maintain a variety of research based elective offerings.	their research skills with supported curriculum. Maintained a variety of research based elective offerings.	3000-3999: Employee Benefits LCFF $3,106 5000-5999: Services And Other Operating Expenditures LCFF $2,500	3000-3999: Employee Benefits LCFF $3,435 5000-5999: Services And Other Operating Expenditures LCFF $2,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In 2018-19, the school was able to accommodate the increased enrollment in research based elective classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The variety and quality of research based elective offerings have allowed many students to access these courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are planned to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Offer technological literacy access and curriculum to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students enrolled in Study Skills and Technology course. **18-19** All 7th grade students enrolled in SSTech. **Baseline** 100% of 7th grade students enrolled in SSTech.	All 7th grade students were enrolled in SSTech.
Metric/Indicator Student access to tech devices in school. **18-19** Maintain a similar number of devices for student use. **Baseline** In the 2016-17 school year, PCS maintained about 500 devices for student use, or about .95 devices per student.	In the 2018-19 school year, PCS maintained about 580 devices for student use, or about 1.1 devices per student.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Study Skills and Technology as a required course for all 7th grade students. Continue to offer multiple sections of Computer Science as determined by student interest. Maintain student access to computers at school – continue to incorporate technology based instruction where appropriate.	Maintained Study Skills and Technology as a required course for all 7th grade students. Continued to offer multiple sections of Computer Science as determined by student interest. Maintained student access to computers at school – continued to incorporate technology based instruction where appropriate.	1000-1999: Certificated Personnel Salaries LCFF $74,827 3000-3999: Employee Benefits LCFF $19,252 4000-4999: Books And Supplies LCFF $1,000 4000-4999: Books And Supplies LCFF $20,000 5800: Professional/Consulting Services And Operating Expenditures LCFF $22,248	1000-1999: Certificated Personnel Salaries LCFF $74,827 3000-3999: Employee Benefits LCFF $19,252 4000-4999: Books And Supplies LCFF $488 4000-4999: Books And Supplies LCFF $13,198 5800: Professional/Consulting Services And Operating Expenditures LCFF $22,248

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pacific Collegiate School established sufficient staffing, classroom space, and technology to provide Study Skills and Technology to all 7th graders and Computer Science to all interested students. In addition, the school maintained a sufficient number of devices for student use.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Study Skills and Technology course continues to be effectively integrated with the core curriculum and academic support of the 7th grade. The use of shared devices for student use has been closely monitored, and the supply was increased when demand outpaced supply.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Ordered fewer computers than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Provide support services for low income students and families.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation in lunch program by FRL students. **18-19** Maintain a high level of free school lunch program utilization. **Baseline** In 2016-17, 91% of FRL students utilized the free school lunch program.	During the 2018-19 school year, 90% of students eligible for free lunch utilized the school lunch program.
Metric/Indicator Participation in test preparation program by FRL students. **18-19** Participation in test preparation classes by low income students that is comparable to the general population. **Baseline** 66% of 11th and 12th grade students (n=6) participated in a test preparation class.	In 2017-18, 75% (n=12) of students that qualify for free and reduced lunch enrolled in AP courses took the AP exam.
Metric/Indicator Participation in AP exams by FRL students. **18-19**	In the 2018-19 school year, 86% (n=36) of students enrolled in AP courses and eligible for free and reduced lunch registered to take the AP exam.

Expected	Actual
Maintain a high level of AP exam participation by FRL students. **Baseline** In 2016-17, 100% of FRL students enrolled in AP courses took the AP exam.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Require all families to fill out application for FRL as a part of the registration process. Provide AP exam fee waivers for all FRL students. Actively recruit FRL students for participation in free test preparation classes.	Required all families to fill out application for free and reduced lunch as a part of the registration process. Provided AP exam fee waivers for all students who qualify for free and reduced lunch. Actively recruited students who qualify for free and reduce lunch for participation in free test preparation classes.	2000-2999: Classified Personnel Salaries LCFF $1,399 3000-3999: Employee Benefits LCFF $385 4000-4999: Books And Supplies LCFF $253 4000-4999: Books And Supplies LCFF $15,000 5000-5999: Services And Other Operating Expenditures LCFF $4,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,455 3000-3999: Employee Benefits LCFF Supplemental and Concentration $400 4000-4999: Books And Supplies LCFF $22,000 5000-5999: Services And Other Operating Expenditures LCFF $4,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The application for Free and Reduced Lunch was incorporated as a required form in the registration process. The administration proactively provided fee waivers for AP exams to all students who qualified for Free and Reduced Lunch. All students were actively encourage to enroll in the free test preparation courses.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With the Free and Reduced Lunch application included in the registration process, nearly 100% of families completed the form. Possibly due to this higher level of applications, the number of students qualifying for Free and Reduced Lunch increased in the 2018-19 school year. The number of students being served by the free lunch program also increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Had more free lunches used than anticipated

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be planned for this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Ensure parent participation in school Board and Committees.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parental representation on Board and school committees. **18-19** The Board and school committees will have at least one parent member. **Baseline** In 2016-17, the school Board and all committees had at least one parent member.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit committee membership through school communications annually and as needed.	Recruited committee membership through school communications annually and as needed.	2000-2999: Classified Personnel Salaries LCFF $1,210	2000-2999: Classified Personnel Salaries LCFF $1,260

Maintain regular committee meeting schedules.	Maintained regular committee meeting schedules.	3000-3999: Employee Benefits LCFF $333	3000-3999: Employee Benefits LCFF $347

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All school committees actively recruited membership from the parent community as well as from the outside community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The outreach was very effective - all committees have highly qualified parent volunteers serving alongside Staff, Board members, and community members.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

Maintain student average daily attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator P-2 Average Daily Attendance **18-19** Maintain a P-2 ADA of at least 95% **Baseline** In 2016-17, the school ADA for P-2 was 96.7%.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase monitoring and communication with parents of chronically absent students to decrease truancy.	Increased monitoring and communication with parents of chronically absent students to decrease truancy.	2000-2999: Classified Personnel Salaries LCFF $18,057	2000-2999: Classified Personnel Salaries LCFF $18,058

Administrative support for the monitoring and follow up of absent/truant students.	Provided administrative support for the monitoring and follow up of absent/truant students.	3000-3999: Employee Benefits LCFF $4,975 1000-1999: Certificated Personnel Salaries LCFF $14,833 3000-3999: Employee Benefits LCFF $3,816	3000-3999: Employee Benefits LCFF $4,975 1000-1999: Certificated Personnel Salaries LCFF $14,833 3000-3999: Employee Benefits LCFF $3,816

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation included regular monitoring of student absences and administrative intervention for chronic absenteeism. Additionally there was regular communication from administration to all families about the importance of regular attendance in school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance rates rebounded after a slight dip in the prior school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 8

Teachers will be credentialed or in progress of finishing and clearing their credential

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of teachers credentialed or in progress towards credential. **18-19** 100% of teachers will be credentialed or in progress of earning a credential. **Baseline** In 2016-17, 97% (all but one) of teachers were credentialed or in progress towards a credential.	In 2018-19, 100% of teachers were credentialed or in progress towards a credential.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will receive professional development through the BTSA program.	Eligible teachers received professional development through the BTSA program.	5000-5999: Services And Other Operating Expenditures LCFF $17,000	5000-5999: Services And Other Operating Expenditures LCFF $17,540

Teachers will attend AP conferences as appropriate. School budgets for 8 paid days of professional development for teachers.	Teachers attended AP conferences as appropriate. School budgets for 8 paid days of professional development for teachers.	5000-5999: Services And Other Operating Expenditures LCFF $10,000 1000-1999: Certificated Personnel Salaries LCFF $87,512 3000-3999: Employee Benefits LCFF $22,516	5000-5999: Services And Other Operating Expenditures LCFF $1,911 1000-1999: Certificated Personnel Salaries LCFF $91,961 3000-3999: Employee Benefits LCFF $23,661

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school administration worked closely with the credential department at the County Office of Education to ensure that all teachers were properly credentialed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The close oversight resulted in all teachers being properly credentialed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fewer teachers attended AP conferences than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 9

Maintain school facilities in good repair to ensure the safety of all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School facility inspection rating on the FIT test. **18-19** Maintain a facility inspection rating of over 90%. **Baseline** In 2016-17, the facility inspection rated over 90%.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly campus work days. Monthly and annual review of various facility requirements (e.g.	The school coordinated with the Parent Volunteer Association to conduct monthly campus work days.	2000-2999: Classified Personnel Salaries LCFF $1,679	2000-2999: Classified Personnel Salaries LCFF $1,746

fire extinguishers, earthquake items bolted down). Perform fire, earthquake, and lockdown drills twice a year.	The school conducted monthly and annual review of various facility requirements (e.g. fire extinguishers, earthquake items bolted down). The students and staff performed fire, earthquake, and lock down drills twice a year.	3000-3999: Employee Benefits LCFF $463 2000-2999: Classified Personnel Salaries LCFF $4,198 3000-3999: Employee Benefits LCFF $1,156 2000-2999: Classified Personnel Salaries LCFF $1,192 3000-3999: Employee Benefits LCFF $328	3000-3999: Employee Benefits LCFF $481 2000-2999: Classified Personnel Salaries LCFF $4,365 3000-3999: Employee Benefits LCFF $1,203 2000-2999: Classified Personnel Salaries LCFF $1,241 3000-3999: Employee Benefits LCFF $342

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school building manager and janitorial service maintain a clean and orderly facility as well as addressing repairs in a timely manner. Ongoing maintenance and repairs are also handled during monthly parent volunteer campus beautification days. The school maintains contracts with vendors to ensure regular maintenance of building systems.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With the monitoring and work schedule in place the building is maintained in a very clean, safe, and orderly state.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 10

Offer sufficient AP sections to provide access to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students having access to Advanced Placement courses. **18-19** Maintain 100% open enrollment in AP courses. **Baseline** In 2016-17, 100% of students had access to AP courses.	In 2018-19, 100% of students had access to AP courses.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide all students access to AP classes	Continued to provide all students access to AP classes.	1000-1999: Certificated Personnel Salaries LCFF $418,108	1000-1999: Certificated Personnel Salaries LCFF $445,438

		1000-1999: Certificated Personnel Salaries LCFF $107,575	3000-3999: Employee Benefits LCFF $114,607
		5000-5999: Services And Other Operating Expenditures LCFF $1,400	5000-5999: Services And Other Operating Expenditures LCFF $1,400

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

PCS continues to provide access to AP courses for all students. Whenever possible, the school schedules enough sections of elective AP courses to accommodate all student requests.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In 2018-19, the school was able to create enough sections to accommodate all student requests for AP courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are planned for this goal.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Pacific Collegiate School uses a variety of avenues to inform and engage its stakeholders on how the school is performing and best serving students. With the Local Control Funding Formula requesting feedback from its stakeholders in order to develop the Local Control Accountability Plan, PCS tailored many of its questions and discussions around the eight state priorities. PCS has always welcomed stakeholder feedback. Many of the feedback mechanisms are practices PCS has done in the past and will continue to do on an annual basis.

The following list represents PCS' outreach efforts to solicit stakeholder engagement and feedback.

1. Board Meetings: Results of student, parent, staff, and alumni surveys were shared during open public meetings. LCAP discussions were tied to the budget discussion and adoption process.

2. Website: LCFF and LCAP information was posted on PCS's website to inform our public of the state's new funding model, what it entails, the timeline for implementation and the need for their input.

3. Parents: Feedback was solicited in a variety of ways from our parent community:

- Parent Education events: held on a regular basis.
- PVA meetings: Parent Volunteer Association meetings held bi-monthly, generally in conjunction with Board meetings.
- Parent Survey: PCS annually surveys parents on a variety of topics. This survey provides quantitative data on what is working or not working for their children and the

areas PCS needs to improve upon. Input was solicited from the PCS community with families self-identifying which if any, subgroup they belong to.

- Diversity Committee: The Diversity Committee reviewed the LCAP goals and provided feedback on how to improve future goals.

4. PCS Employees: PCS employees are kept informed and provided input in the following forums:

- Leadership Meetings: PCS holds bi-weekly meetings with department chairs and the school's management team. Discussion centers on how best to serve students.
- Staff Meetings: Held twice each month, these meetings gather all employees together with discussion centered on school wide improvement.
- Staff surveys: PCS surveys all employees regularly to solicit feedback on PCS's program and staffing needs.

5. PCS Students:
- Students Surveys: Students are surveyed bi-annually and asked a number of questions about their school experience.
- Students Government: Meets weekly on issues of the student life at PCS.

May 8, 2019: Pacific Collegiate School held a public hearing of the 2019-20 LCAP.

June 5, 2019: Pacific Collegiate School adopted the 2019-20 LCAP, prior to adopting the 2019-20 budget.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

After engaging the many stakeholders on our community, Pacific Collegiate School has identified some common recurring themes. Some of these themes are reflected in the goals and actions of our Local Control Accountability Plan.

Common themes include:
- Better communication between all stakeholder groups in the community.
- Support for students as they transition into the upper high school grades.
- Students overall welfare as it relates to stress levels, balance, classwork and homework levels, and social issues such as drugs, bullying, depression and anxiety.
- More support for new teachers and the hiring of more experienced teachers.

On the program side, the following were the top three areas of priority.
- Offer more electives and flexibility in ways students can meet the graduation requirements.
- Work on the alignment of our school curriculum.
- Continue to develop the new facility to support the Visual and Performing Arts.

On the staffing side, the following were the top areas of priority.
- Continue to seek the most highly qualified teachers and staff.
- Increase employee salaries and benefits.

- Increase outreach for hard to fill teaching areas, particularly in the sciences.

Pacific Collegiate School took into consideration our community's feedback when planning its budget. The following represents PCS's priorities while budgeting for the 2018-19 school year:

- Support the recruitment and retention of excellent teachers and staff through increased compensation.
- Support for our first-to-college students.
- Provide test preparation support for all students.
- Professional Development for all teachers especially in the areas of Common Core, Advanced Placement, and Educational Equity.
- Provide curricular opportunities for students to focus on areas of individual interest.
- Additional class sections to meet students requested courses.
- Increase student attendance and retention to maximize state funding.
- Maintain and further develop our new facility to support the mission, vision, and strategic plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Increase academic success of First to College students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Continued support of First to College students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic support meetings for all First to College students	In 2016-17, Student Support Team members met with all FTC students at least once.	Meet at least once with all FTC students, with more meetings scheduled as needed.	Meet at least once with all FTC students, with more meetings scheduled as needed.	Meet at least once with all FTC students, with more meetings scheduled as needed.
Advanced Placement Exam pass rate of graduating FTC students.	For the class of 2017, FTC seniors had an AP pass rate of 88%, compared to 85% from the general population.	AP pass rate comparable to general student population.	AP pass rate comparable to general student population.	AP pass rate comparable to general student population.
CAASPP scores of FTC graduating students.	For the class of 2017 FTC seniors:	CAASPP scores comparable to general student population.	CAASPP scores comparable to general student population.	CAASPP scores comparable to general student population.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math 50% meet/exceed vs. 68% general population. ELA 83% meet/exceed vs. 68% general population.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: First to College

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan. FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals. Parent Education events to discuss college application process.	Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan. FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals. Parent Education events to discuss college application process. Form a peer to peer network for both the FTC students and their parents.	Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan. FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals. Parent Education events to discuss college application process. Form a peer to peer network for both the FTC students and their parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,551	$3,411	$3,708
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$968	$878	$1,023
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$1,969	$2,088	$1,840
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$482	$575	$587
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide access to college entrance test preparation by offering this service free of charge to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Provide equal access to college preparatory resources.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation rate by graduating class.	Among the class of 2017, 90% of students participated in a test preparation course.	Maintain a high participation rate for the graduating class.	Maintain a high participation rate for the graduating class.	Maintain a high participation rate for the graduating class.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Offer SAT/ACT/PSAT prep classes to help prepare students for tests.	Offer SAT/ACT/PSAT prep classes to help prepare students for tests.	Offer SAT/ACT/PSAT prep classes to help prepare students for tests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,300	$20,000	$9,160
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$3,364	$5,146	$2,526
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$3,200	$3,200	$3,200
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			$6,202
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Students will be engaged in college preparatory research.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Improve student research and writing skills.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduating class participation in one or more research based elective classes.	In the class of 2017, 66% of students took a research based elective class.	Maintain a high participation rate for the graduating class.	Maintain a high participation rate for the graduating class.	Maintain a high participation rate for the graduating class.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain a class to provide students the opportunity to hone their research skills with supported curriculum. Maintain a variety of research based elective offerings.	Maintain a class to provide students the opportunity to hone their research skills with supported curriculum. Maintain a variety of research based elective offerings.	Maintain a class to provide students the opportunity to hone their research skills with supported curriculum. Maintain a variety of research based elective offerings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$61,219	$12,072	$12,457
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$10,670	$3,106	$3,436
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$2,500	$2,500	$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

Offer technological literacy access and curriculum to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Ensure students have sufficient technological literacy for college and future employment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students enrolled in Study Skills and Technology course.	100% of 7th grade students enrolled in SSTech.	All 7th grade students enrolled in SSTech.	All 7th grade students enrolled in SSTech.	All 7th grade students enrolled in SSTech.
Student access to tech devices in school.	In the 2016-17 school year, PCS maintained about 500 devices for student use, or about .95 devices per student.	Maintain a similar number of devices for student use.	Maintain a similar number of devices for student use.	Maintain a similar number of devices for student use.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Study Skills and Technology as a required course for all 7th grade students. Continue to offer multiple sections of Computer Science as determined by student interest. Maintain student access to computers at school – continue to incorporate technology based instruction where appropriate.	Maintain Study Skills and Technology as a required course for all 7th grade students. Continue to offer multiple sections of Computer Science as determined by student interest. Maintain student access to computers at school – continue to incorporate technology based instruction where appropriate.	Maintain Study Skills and Technology as a required course for all 7th grade students. Continue to offer multiple sections of Computer Science as determined by student interest. Maintain student access to computers at school – continue to incorporate technology based instruction where appropriate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$86,276	$74,827	$77,142
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$15,038	$19,252	$21,275
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,000	$1,000	$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$20,000	$20,000	$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$23,750	$22,248	$22,248
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

Provide support services for low income students and families.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Provide access to school programs regardless of student socioeconomic status.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation in lunch program by FRL students.	In 2016-17, 91% of FRL students utilized the free school lunch program.	Maintain a high level of free school lunch program utilization.	Maintain a high level of free school lunch program utilization.	Maintain a high level of free school lunch program utilization.
Participation in test preparation program by FRL students.	66% of 11th and 12th grade students (n=6) participated in a test preparation class.	Participation in test preparation classes by low income students that is comparable to the general population.	Participation in test preparation classes by low income students that is comparable to the general population.	Participation in test preparation classes by low income students that is comparable to the general population.
Participation in AP exams by FRL students.	In 2016-17, 100% of FRL students enrolled in AP courses took the AP exam.	Maintain a high level of AP exam participation by FRL students.	Maintain a high level of AP exam participation by FRL students.	Maintain a high level of AP exam participation by FRL students.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Require all families to fill out application for FRL as a part of the registration process. Provide AP exam fee waivers for all FRL students. Actively recruit FRL students for participation in free test preparation classes.	Require all families to fill out application for FRL as a part of the registration process. Provide AP exam fee waivers for all FRL students. Actively recruit FRL students for participation in free test preparation classes.	Require all families to fill out application for FRL as a part of the registration process. Provide AP exam fee waivers for all FRL students. Actively recruit FRL students for participation in free test preparation classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,526	$1,399	$1,515
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$266	$385	$458
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$253	$253	$253
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$10,000	$15,000	$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$4,000	$4,000	$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 6

Ensure parent participation in school Board and Committees.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Improve communication about decision making process among all stakeholders.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental representation on Board and school committees.	In 2016-17, the school Board and all committees had at least one parent member.	The Board and school committees will have at least one parent member.	The Board and school committees will have at least one parent member.	The Board and school committees will have at least one parent member.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recruit committee membership through school communications annually and as needed. Maintain regular committee meeting schedules.	Recruit committee membership through school communications annually and as needed. Maintain regular committee meeting schedules.	Recruit committee membership through school communications annually and as needed. Maintain regular committee meeting schedules.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,025	$1,210	$1,313
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	$251	$333	$397
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 7

Maintain student average daily attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Maximize student engagement in school and ADA funding.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase monitoring and communication with parents of chronically absent students to decrease truancy. Administrative support for the monitoring and follow up of absent/truant students.	Increase monitoring and communication with parents of chronically absent students to decrease truancy. Administrative support for the monitoring and follow up of absent/truant students.	Increase monitoring and communication with parents of chronically absent students to decrease truancy. Administrative support for the monitoring and follow up of absent/truant students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$16,694	$18,057	$18,238
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	$4,158	$4,975	$5,516
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$14,535	$14,833	$15,127
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$2,533	$3,816	$4,171
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 8

Teachers will be credentialed or in progress of finishing and clearing their credential

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Maintain a fully credentialed teaching staff

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of teachers credentialed or in progress towards credential.	In 2016-17, 97% (all but one) of teachers were credentialed or in progress towards a credential.	100% of teachers will be credentialed or in progress of earning a credential.	100% of teachers will be credentialed or in progress of earning a credential.	100% of teachers will be credentialed or in progress of earning a credential.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will receive professional development through the BTSA program. Teachers will attend AP conferences as appropriate. School budgets for 8 paid days of professional development for teachers.	Teachers will receive professional development through the BTSA program. Teachers will attend AP conferences as appropriate. School budgets for 8 paid days of professional development for teachers.	Teachers will receive professional development through the BTSA program. Teachers will attend AP conferences as appropriate. School budgets for 8 paid days of professional development for teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$17,540	$17,000	$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$10,000	$10,000	$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$85,674	$87,512	$94978
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$14,876	$22,516	$26,056
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 9

Maintain school facilities in good repair to ensure the safety of all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Ensure ongoing maintenance and repair of school facility.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School facility inspection rating on the FIT test.	In 2016-17, the facility inspection rated over 90%.	Maintain a facility inspection rating of over 90%.	Maintain a facility inspection rating of over 90%.	Maintain a facility inspection rating of over 90%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monthly campus work days. Monthly and annual review of various facility requirements (e.g. fire extinguishers, earthquake items bolted down). Perform fire, earthquake, and lockdown drills twice a year.	Monthly campus work days. Monthly and annual review of various facility requirements (e.g. fire extinguishers, earthquake items bolted down). Perform fire, earthquake, and lockdown drills twice a year.	Monthly campus work days. Monthly and annual review of various facility requirements (e.g. fire extinguishers, earthquake items bolted down). Perform fire, earthquake, and lockdown drills twice a year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,670	$1,679	$1,818
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	$410	$463	$550
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$4,177	$4,198	$4,525
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$1,024	$1,156	$1,369
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,186	$1,192	$1,293
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$291	$328	$391
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 10

Offer sufficient AP sections to provide access to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Ensure open enrollment for all AP courses based on student interest and preparation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students having access to Advanced Placement courses.	In 2016-17, 100% of students had access to AP courses.	Maintain 100% open enrollment in AP courses.	Maintain 100% open enrollment in AP courses.	Maintain 100% open enrollment in AP courses.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to provide all students access to AP classes	Continue to provide all students access to AP classes	Continue to provide all students access to AP classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$407,007	$418,108	$458,890
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$70,941	$107,575	$126,557
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$1,400	$1,400	$1,400
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$102,905	2.24%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Many of the school goals are designed to serve all students, including English Language Learners and Low Income students (PCS does not currently serve any foster youth). The estimated supplemental grant funding will be principally directed to support unduplicated students by providing free lunch to those who qualify and to provide free standardized test preparation for all students. Because PCS does not track students based on ability or student background, programs that serve all students also specifically aim to serve unduplicated services. Additionally, PCS has identified First Generation college attenders as a key student population to support, and many of these services are also principally directed to support these children.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$91,739	2.02%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Many of the school goals are designed to serve all students, including English Language Learners and Low Income students (PCS does not currently serve any foster youth). The estimated supplemental grant funding will be principally directed to support unduplicated students by providing free lunch to those who qualify and to provide free standardized test preparation for all students. Because PCS does not track students based on ability or student background, programs that serve all students also specifically aim to serve unduplicated services. Additionally, PCS has identified First Generation college attenders as a key student population to support, and many of these services are also principally directed to support these children.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$47,457	1.13%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Many of the school goals are designed to serve all students, including English Language Learners and Low Income students (PCS does not currently serve any foster youth). The estimated supplemental grant funding will be principally directed to support unduplicated students by providing free lunch to those who qualify and to provide free standardized test preparation for all students. Because PCS does not track students based on ability or student background, programs that serve all students also specifically aim to serve unduplicated services. Additionally, PCS has identified First Generation college attenders as a key student population to support, and many of these services are also principally directed to support these children.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	927,691.00	951,694.00	926,724.00	927,691.00	999,119.00	2,853,534.00
LCFF	927,691.00	949,839.00	926,724.00	927,691.00	999,119.00	2,853,534.00
LCFF Supplemental and Concentration	0.00	1,855.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	927,691.00	951,694.00	926,724.00	927,691.00	999,119.00	2,853,534.00
1000-1999: Certificated Personnel Salaries	738,338.00	651,727.00	752,029.00	738,338.00	798,019.00	2,288,386.00
2000-2999: Classified Personnel Salaries	29,823.00	30,213.00	26,721.00	29,823.00	30,542.00	87,086.00
3000-3999: Employee Benefits	62,929.00	176,236.00	54,331.00	62,929.00	67,755.00	185,015.00
4000-4999: Books And Supplies	39,453.00	37,839.00	34,453.00	39,453.00	39,453.00	113,359.00
5000-5999: Services And Other Operating Expenditures	34,900.00	33,431.00	35,440.00	34,900.00	41,102.00	111,442.00
5800: Professional/Consulting Services And Operating Expenditures	22,248.00	22,248.00	23,750.00	22,248.00	22,248.00	68,246.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	927,691.00	951,694.00	926,724.00	927,691.00	999,119.00	2,853,534.00
1000-1999: Certificated Personnel Salaries	LCFF	738,338.00	651,727.00	752,029.00	738,338.00	798,019.00	2,288,386.00
2000-2999: Classified Personnel Salaries	LCFF	29,823.00	28,758.00	26,721.00	29,823.00	30,542.00	87,086.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	1,455.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	62,929.00	175,836.00	54,331.00	62,929.00	67,755.00	185,015.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	400.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	39,453.00	37,839.00	34,453.00	39,453.00	39,453.00	113,359.00
5000-5999: Services And Other Operating Expenditures	LCFF	34,900.00	33,431.00	35,440.00	34,900.00	41,102.00	111,442.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	22,248.00	22,248.00	23,750.00	22,248.00	22,248.00	68,246.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	6,952.00	6,726.00	8,970.00	6,952.00	7,158.00	23,080.00
Goal 2	28,346.00	19,523.00	25,864.00	28,346.00	21,088.00	75,298.00
Goal 3	17,678.00	18,392.00	74,389.00	17,678.00	18,393.00	110,460.00
Goal 4	137,327.00	130,013.00	146,064.00	137,327.00	141,665.00	425,056.00
Goal 5	21,037.00	27,855.00	16,045.00	21,037.00	21,226.00	58,308.00
Goal 6	1,543.00	1,607.00	1,276.00	1,543.00	1,710.00	4,529.00
Goal 7	41,681.00	41,682.00	37,920.00	41,681.00	43,052.00	122,653.00
Goal 8	137,028.00	135,073.00	128,090.00	137,028.00	148,034.00	413,152.00
Goal 9	9,016.00	9,378.00	8,758.00	9,016.00	9,946.00	27,720.00
Goal 10	527,083.00	561,445.00	479,348.00	527,083.00	586,847.00	1,593,278.00

* Totals based on expenditure amounts in goal and annual update sections.

COVID-19 Operations Written Report for Pacific Collegiate School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Pacific Collegiate School	Maria C. Reitano Head of School	maria.reitano@pcsed.org (831) 479-7785 Ext. 3102	June 3, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In compliance with Santa Cruz County public health recommendations and shelter-in-place orders, Pacific Collegiate School closed for on-site classes on March 13, 2020, with PCS students were dismissed from classes during the week of March 16-21, 2020. PCS faculty and staff used that week to prepare for implementation of a comprehensive distance learning program, and to ensure that every PCS student had the technology and internet connectivity needed to access classroom learning remotely.
Between March 13-March 22, PCS checked out Chromebooks, iMacs, iPads, and WIFI hotspots to over 70 students and 5 staff members. Tech training and equipment testing sessions were held to ensure 100% of PCS students and staff were equipped and ready to access distance learning before our remote program launched on March 23, 2020. PCS administration and staff followed up with any student experiencing technology issues, delivering equipment and WIFI hot spots, and providing 1:1 support to resolve problems and ensure equitable access to learning for all. When it became clear that program and security needs would be best served by switching from Google Meet to Zoom platform, PCS provided another round of training and technology support for students and staff to ensure a smooth transition between platforms on April 3, 2020.

PCS Distance Learning included several key components: (1) a daily schedule of video-conferenced classes to provide synchronous learning aligned to PCS curriculum and learning goals, (2) asynchronous assignments and assessments available via Canvas learning management system, (3) optional weekly tutorial blocks for each class for students to access extra help from each teacher, (4) virtual support services for students and parents, including 1:1 academic and social-emotional support, student and parent support groups, and links to a variety of critical mental-health resources, (5) 1:1 technology support for students, parents, and teachers, (6) critical supports for special populations of students, including English Learners, Students with Disabilities (IEPs) and those with Health Conditions (504 Plans), and (7) ongoing food services and basic needs support for PCS students and families.

Once it became clear that it would be unsafe to open school before the end of the 2019-2020 school year, PCS administration, faculty, and staff carefully considered equitable grading practices and conditions for learning, and recommended a Distance Learning Expectations policy, that was approved by the PCS Board of Directors on April 23, 2020. To help the PCS community understand the implications of the Pass/No Credit grading policy, as well as the specific components of PCS' implementation of that policy, the administration created and shared two FAQ documents, and a recorded webinar for students and parents. Teachers created grading sheets for each of their classes,

which outlined several pathways to demonstrating proficiency, as well as optional opportunities for students to earn recognition for exemplary scholarship.

Finally, school closure and ongoing public safety restrictions forced PCS to reconsider typical end of the year celebrations and culmination of learning events. Students, faculty, staff, and parents worked alongside administration to reconfigure these into remote webinars, pre-recordings, or alternative socially-distant events, while maintaining the importance, dignity, personalization, and community-focused nature of each event. PCS hosted a virtual Art Show and gallery opening, a Capstone Symposium, and a talent show to showcase student work. We shared spotlight stories and websites with our community to highlight the innovative work continuing via Distance Learning, an emerging from our students' learning in a time of crisis. We delivered yard signs to the homes of each member of the Class of 2020 to remind them of how proud we are of their accomplishment and resiliency throughout a particularly challenging senior year. We celebrated student accomplishments at online Drama Awards and a Senior Recognition Night with embedded videos, slideshows, and remembrances, and we hosted meaningful webinars and drive-through parades to acknowledge and cheer for our 8th graders promoted to high school and Class of 2020 graduates.

We are thankful for the countywide leadership of Santa Cruz COE Superintendent Dr. Sabbah for his leadership during this crisis. Through weekly updates and opportunities to collaborate with other district and charter leaders, the Santa Cruz COE has kept PCS informed of public health updates and developments, and provided valuable opportunities to collaborate with local district and charter leaders. PCS has also worked closely with North Santa Cruz County SELPA leadership to discuss the progress and support of special education students.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

PCS continued to provide with ELD instruction and support to students who are English learners. EL Instructional Assistant provided critical academic support and tutoring to students via 1:1 videoconference daily, working closely with each student’s classroom teachers. In addition, she provided weekly communication and translation services for families whose home language is Spanish. Our Student Support Team launched PCS Virtual Support, providing a hub for a suite of student support services including academic, mental health, technology, and basic services for all students. This team also met weekly to monitor progress and offer appropriate support for all students, with particular focus on those most vulnerable during this crisis, including homeless/foster youth, English Learners, and socioeconomically disadvantaged students.

PCS provided school meals throughout school closure, as well as providing information to students and families about school lunch and food bank programs throughout Santa Cruz County. On April 13, we switched to weekly food distribution system that included curbside-pick up of a week’s worth of school lunches and groceries provided through partnership with Second Harvest Food Bank.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

PCS is extremely proud of our dedicated educators, who were thrust into distance learning with little time to plan and adjust. Our team participated in extensive professional learning through webinars, group professional learning, and individual coaching to transition their curriculum and instruction practices to an online format. PCS recognizes that distance learning is a unique and nuanced type of work, far different than the in-person teaching and learning of most teachers' preparation and experience, and that that educators and students with differing comfort levels with regard to technology were thrust into this format with little warning. Nevertheless, our dedicated staff distributed technology quickly to ensure that all students who needed a computer were loaned the devices they needed to fully engage in their courses without the need to share with others in the household. While local internet service providers offered temporary free internet service to families who qualify, PCS distributed hot spots with WIFI service to any/all families who needed them, regardless of income.

Our teachers and support staff went to great lengths to personalize each student's educational experience. Teachers provided hours of synchronous instruction and weekly office hours/tutorial for each of their courses; created and adapted resources, assignments, and assessments to provide appropriate asynchronous learning opportunities; and provided students with roadmaps to demonstrating proficiency and exemplary scholarship. Students were supported via virtual tutoring sessions with teachers, paraprofessionals, and other instructional support staff. Grade level teams and our Student Support Team met frequently to monitor progress and focus on supporting the academic, social-emotional, and personal growth of students. Students worked virtually with our academic advisors and College Counselor to select courses, manage their academic workload amid the crisis, and determine post-secondary plans. Our Special Education director, teacher, and paraprofessionals connected with each student with an IEP to support them through their work and connected with teachers and administration to monitor the progress of students with disabilities. IEP and 504 meetings continued virtually to ensure students were supported with the modifications, accommodations, and support needed to ensure success in distance learning and IEP goals.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

PCS provided school lunches throughout our school closure. Our Food Service Coordinator is trained in how to safely provide school lunches and was provided with protective gear. We notified all families of PCS meal distribution as well as other food service sites available throughout Santa Cruz County, by sharing the SCCOE interactive food map frequently in our communications.

Our food service program was initially Monday-Friday, but shifted to weekly meal and grocery distribution in response to the feedback of our families. Food service and Student Support Team members communicated frequently with our community about food distribution options, with additional, personal outreach to those families in our community eligible to receive free and reduced-price meals. Our partnership with SCCOE and Second Harvest Food Bank allowed us to expand our support and ensure that all families had access to food services.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

PCS teachers, and support staff have created a network of support to even more closely monitor and surround all of our students with the support that they need for both academic success and personal well-being. During distance learning, this has included daily connection with every student. PCS continued to monitor student attendance in each synchronous class, and followed up to check-in and offer academic, mental health, and technology assistance, as needed. PCS also continues to use a digital Student of Concern form; which teachers use to report potential issues. This allows our Student Support Team to immediately leverage any internal supports and interventions, and referrals to outside agencies as needed.

PCS has worked hard to promote student support services as well as available childcare services. PCS Virtual Support has provided parent support groups during school closures. In addition, PCS has promoted the availability of childcare offerings for essential workers supported by the Santa Cruz COE. PCS has been grateful for the SCCOE leadership in creating a network of support for childcare providers during this time and ensuring that local districts and charter schools had information to share with our communities regarding the availability of childcare.

PCS has worked closely with the SCCOE and Santa Cruz County Health Service Agency to provide the most current information to all employees and families in our school community. This has included sending and posting to the PCS website frequent COVID-19 updates, as well as sharing SCCOE communications and providing links to SCCOE and Santa Cruz County Health Services Agency COVID-19 web pages, which have been continuously updated with resources.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Collegiate School	Maria C. Reitano Head of School	maria.reitano@pcsed.org (831) 479-7785 Ext. 3102

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In compliance with Santa Cruz County public health recommendations and shelter-in-place orders, Pacific Collegiate School closed for on-site classes on March 13, 2020, with PCS students dismissed from classes during the week of March 16-21, 2020. PCS faculty and staff used that week to prepare for implementation of a comprehensive distance learning program, and to ensure that every PCS student had the technology and internet connectivity needed to access classroom learning remotely.

Between March 13-March 22, PCS checked out Chromebooks, iMacs, iPads, and WIFI hotspots to over 70 students and 5 staff members. Tech training and equipment testing sessions were held to ensure 100% of PCS students and staff were equipped and ready to access distance learning before our remote program launched on March 23, 2020. PCS administration and staff followed up with any student experiencing technology issues, delivering equipment and WIFI hot spots, and providing 1:1 support to resolve problems and ensure equitable access to learning for all. When it became clear that program and security needs would be best served by switching from Google Meet to Zoom platform, PCS provided another round of training and technology support for students and staff to ensure a smooth transition between platforms on April 3, 2020.

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Once it became clear that it would be unsafe to open school before the end of the 2019-2020 school year, PCS administration, faculty, and staff carefully considered equitable grading practices and conditions for learning, and recommended a Distance Learning Expectations

policy, that was approved by the PCS Board of Directors on April 23, 2020. To help the PCS community understand the implications of the Pass/No Credit grading policy, as well as the specific components of PCS' implementation of that policy, the administration created and shared two FAQ documents, and a recorded webinar for students and parents. Teachers created grading sheets for each of their classes, which outlined several pathways to demonstrating proficiency, as well as optional opportunities for students to earn recognition for exemplary scholarship.

Finally, school closure and ongoing public safety restrictions forced PCS to reconsider typical end of the year celebrations and culmination of learning events. Students, faculty, staff, and parents worked alongside administration to reconfigure these into remote webinars, pre-recordings, or alternative socially-distant events, while maintaining the importance, dignity, personalization, and community-focused nature of each event. PCS hosted a virtual Art Show and gallery opening, a Capstone Symposium, and a talent show to showcase student work. We shared spotlight stories and websites with our community to highlight the innovative work continuing via Distance Learning, an emerging from our students' learning in a time of crisis. We delivered yard signs to the homes of each member of the Class of 2020 to remind them of how proud we are of their accomplishment and resiliency throughout a particularly challenging senior year. We celebrated student accomplishments at online Drama Awards and a Senior Recognition Night with embedded videos, slideshows, and remembrances, and we hosted meaningful webinars and drive-through parades to acknowledge and cheer for our 8th graders promoted to high school and Class of 2020 graduates.

PCS formed a multi-stakeholder Reopening Task Force, which worked from May - August to develop a series of contingency plans that would allow our school to appropriately provide instruction in the midst of a variety of COVID-19 risk scenarios within our community. In keeping with state and local public health guidance and the PCS Reopening Plan (https://4.files.edl.io/e7b0/07/17/20/211651-c7b6e7cf-8b86-42ed-b03b-b2e4e2a290ea.pdf), we started the 2020-2021 school year in distance learning only mode.

We are thankful for the countywide leadership of Santa Cruz COE Superintendent, Dr. Sabbah, for his leadership during this crisis. Through weekly updates and opportunities to collaborate with other district and charter leaders, the Santa Cruz COE has kept PCS informed of public health updates and developments, and provided valuable opportunities to collaborate with local district and charter leaders. PCS has also worked closely with North Santa Cruz County SELPA leadership to discuss the progress and support of special education students.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

An an effort to ensure that all stakeholders were engaged in discussion about PCS' response to the COVID-19 crisis, our Reopening Task Force included students, faculty and staff, parents, and Board members. In addition, PCS gathered feedback from and share plans about distance learning with stakeholders through a variety of Zoom meetings and surveys:

- Distance Learning Check-in (Students: March, 2020)

- Schoolwide Distance Learning Check-in (Students/Parents: April, 2020)
- Graduation/12th Grade Parents Meeting (Parents: Weekly April 27-May 18, 2020)
- Distance Learning Survey (Students/Parents: June, 2020)
- Faculty/Staff Distance Learning Survey (Faculty/Staff: June 2020)
- Reopening Task Force Meetings (ALL: Weekly: June 1-August 3, 2020)
- Board of Directors Meetings (ALL: June 3, July 15, August 11, 2020)
- Reopening Input Meeting (ALL: June 25, 2020)
- DRAFT PCS Reopening & Contingency Plan Feedback Survey (July, 2020)
- Distance Learning FAQ Meeting (ALL: July 29, 2020)
- Phone Outreach to Spanish Speaking Families (Parents: July-August, 2020)
- Distance Learning Orientation – Spanish (Parents: August 6, 2020)
- Distance Learning Orientation – English (Parents: August 12-13, 2020)
- Distance Learning Orientations (Students: August 3-4 and 12, 2020)

[A description of the options provided for remote participation in public meetings and public hearings.]

All public meetings and hearings were conducted via Zoom with Brown Act compliant notification sent out in advance. We provided information about our meetings on our website and in weekly communications, which are sent via Constant Contact, an email notification system. PCS currently has fewer than the 15% threshold of Spanish Speaking families that would require translation, but in order to ensure access, the school sent meeting notifications out bilingually (English/Spanish) and had translators available for those who might have needed that service.

[A summary of the feedback provided by specific stakeholder groups.]

The majority of parents surveyed indicated that students, parents, and staff would prefer that students have the opportunity to participate in in-person instruction in the fall; however, parents and staff members also indicated an overwhelming interest in health and safety as the primary deciding factor in decisions about mode of instruction. When in-person instruction is not recommended by health guidelines, parents, students, and staff indicated a preference for synchronous instruction. Many stakeholders expressed concern about the amount of screen time required by a virtual class format. A majority of students and parents indicated that students experienced stress and a sense of being overwhelmed by synchronous and asynchronous learning requirements when PCS made the emergency switch to distance learning in March, 2020.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

County public health guidelines prohibit in-person instruction at this time. The PCS distance learning plan reflects multi-stakeholder preference for synchronous instruction, which is further detailed in the section on Continuity of Instruction. All students have a daily schedule that includes at least 210 minutes of synchronous instruction with their teachers.

As outlined in the PCS Reopening and Contingency Plan, PCS' two week rotation model for distance learning responds directly to student/parent input requesting a more manageable workload via distance learning. This model engages students in 50% of their classes at a time, allowing them to focus deeply on fewer subjects. In addition, this plan allows the school to shift to a variety of public health conditions and instructional models with minimum disruption to the educational program. PCS added a "stick around" tutorial period following all synchronous class periods, to allow ample opportunity for immediate intervention and teacher support, as needed to respond to misconceptions or other learning needs. PCS has also added robust procedures for tracking student participation and engagment, and swift interventions and supports for those who need it.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

At this time, schools in Santa Cruz County may only offer distance learning. The PCS Reopening Plan provides detailed information about how our school will support student and staff health and safety and how we will provide continuity of learning. Our learning plan includes the instructional schedule, a plan for assessing and addressing learning loss, delivering high quality instruction and attending to the social-emotional well-being of our students and staff.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Expand role of English Language Coordinator/ELD Teacher to support needs of English Learners	15,311.00	Yes
Personal Protective Equipment for students and staff (e.g. masks, face shields)	6,000.00	No
Facilities adjustments necessary for in-person instruction (e.g. protective barriers in offices/classrooms, signage)	4,500.00	No

Description	Total Funds	Contributing
Health screening and maintenence supplies (e.g. digital forehead thermometers, hand sanitizing stations)	1,000.00	No
Cleaning and sanitation supplies and equipment (e.g. electrostatic sprayer, cleaning and sanitizing solutions)	2,100.00	No
Professional Development of staff regarding new protocols and procedures	2634.00	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance learning at PCS will be standards-aligned and designed to meet the needs of all students, including those who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and tose requiring mental health support. We will continue the work we started last spring to provide connectivity and devices to all students participating in distance learning. Teacehrs will connect with students daily through remote classroom instruction (via Zoom). Additional interaction with English Learners will ensure English Language Assesment, proficiency, and reclassification through designated and integrated English Language Development. Although PCS has added some instructional resources to enhance distance learning (e.g. EdPuzzle, Prodigy) the curriculum guiding instruction in remote classrooms is the same rigorous PCS curriculum as will be used in a hybrid or in-person instructional model, when public health guidelines allow.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

PCS has surveyed all PCS families to determine technology needs (in English and Spanish). In response to these surveys, PCS has provided Chromebooks and wifi hotspots to all students who needed them. In addition, PCS held grade-level "Tech Checks" to ensure that every student had a working device and sufficient internet bandwidth to fully participate in distance learning. Any student who did not

participate in their grade-level tech check was contacted by our Educational Technology Specialist for an individual technology assessment. Additional devices and technology were distributed to any student whose Tech Check indicated a need for improved access. PCS has prioritized low-income students as a key focus in outreach to ensure that as student/family circumstances change, PCS continues to provide technology to those who need it to fully participate in distance learning.

In addition, PCS has provided all staff with the technology and wifi hotspots they need to work and facilitate distance learning remotely. Staff are also permitted to work at PCS, following public health and safety guidelines.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

PCS student participation and progress will be closely monitored through our learning management systems, Infinite Campus and Canvas.

Synchronous learning will occur via daily virtual class meetings with teachers. Attendance will be recorded for each class meeting. Students who do not participate in synchronous classroom instruction will be marked absent for that period/day, triggering parent notification by attendance personnel. Participation in asynchronous learning will be documented via assignment records in Canvas for each class. Students will participate in sufficient asynchronous learning to meet or exceed state guidelines. Synchronous attendance and aynchronous participation data will be tracked over time, with appropriate intervention and tiered supports to encourage active learning by all PCS students.

Instructional time shall be based on participation in synchronous learning, as well as the time value of asynchronous assignments as determined, and certified to, by a certificated PCS employee. Standards-aligned distance learning will be provided that meets the needs of all PCS students, including students who qualify for special education. language learners, sutdents in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

PCS is committed to supporting the professional learning needs of all teachers and staff. Recognizing that individual teachers have differing needs and areas of interest, PCS allocates $1000/teacher each year for professional learning opportunities aligned to individual development goals. Many PCS teachers are using or will use these funds for professional development related to distance learning. In addition, PCS worked closely with the Santa Cruz County Office of Education to ensure teachers would benefit from a full day of "Distance Learning Boot Camp" on August 7, 2020. This provided opportunities for teachers to participate in workshops on a variety of technology tools and strategies for engaging distance learning, effective assessment strategies, ways to support students,

In addition, the current PCS' schedule provides 90 minutes each day for teachers and staff to continue their own development and to collaborate on ways to build, plan, and teach most effectively in a distance or hybrid learning format.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With a shift to distance learning, PCS staff working directly with students (and operations support staff) have taken on additional or adjusted roles and responsibilities. Academic advisors have taken leadership of weekly wellness and student support teams to identify and provide support for students and their families who need social/emotional support. Our attendance specialist will be working with our educational technology team to identify technology needs and distribute devices or hotspots. Our Library/Study Hall monitor is now in charge of distribution of textbooks and learning materials. Some of our classfied staff are working with our Food Services coordinator to support on-site distribution of meals/food. The role and hours of our Educational Technology Specialist have been expanded to respond to ongoing technology needs and student/staff support during distance learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners will need addtional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English Learners to achive the same rigorous grade-level academic standards that are expected for all students, within a reasonable period of time. To support this goal, all English Learners will receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted at their proficiency level, and appropriate academic instruction in a language acquisition program.

During Spring 2020 distance learning, PCS will continue to follow state and federal guidance with regard to adapting services from in-person instruction to a distance learning format. This will include direct support via remote instruction formats (i.e. Zoom), and ongoing collaboration with general education staff to ensure that accommodations have been provided to students with disabilities in alignment with their individualized needs. Services to students with disabilities will align with PCS' overall structure to ensure personal safety and maximum student engagement while supporting educational goals and providing accommodations as outlined in individual plans. Special Education staff will continue regular participation in general education grade level, department, and staff meetings and maintain ongoing communication with individual families to maximize opportunities to respond swiftly to academic challenges and student needs as they arise.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Expanded hours/role for Educational Technology Specialist	22,756.86	No

Description	Total Funds	Contributing
Technology purchased to support distance learning (e.g. Chromebooks, wifi hotspots, staff laptops, monitors)	3,500.00	No
Wifi Hotspot subscription services	8,000.00	No
Expanded hours of ELD Coordinator/ELD Teacher	24,375.00	Yes
Educational software and program subscriptions to support distance learning	6,000.00	No
Professional development for all teachers on effective distance learning strategies	12,458.00	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We will continue to use formative assessments and performance indicators in each content area to monitor student learning, guage student progress, and identify any learning loss/gaps. PCS will apply particular scrutiny to data reflecting student progress in English Language Arts, English Language Development, and Mathematics in the distance learning environment.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

PCS will continue to focus on providing high quality, standards-aligned, rigorous academic content for all students, adjusting the pace and content to a distance learning platform. WIth the guidance and support of the Head of School and Faculty Dean, teachers will work together

to prioritize content and learning goals, and to adapt curriculum and instruction to the unique learning needs and circumstances of each learner during this time of crisis. PCS will continue to focus on diversity, equity, and inclusion in ongoing efforts to identify and address learning gaps, and support the success of every student.

During distance learning, PCS will offer multiple opportunities for student support during and after school, including "Stick Around" Tutorials, Get It Done (homework and study skills seminar), EL Study Support, Directed Studies for students with IEPs, and homework clubs.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Teachers will continue to administer periodic formative assessments in each class, and will bring resulting student performance data to weekly discussions with colleagues in grade-level and department meetings. Collaborative teams will use this data to identify needed interventions and support and to make referral to the Student Success Team. An ongoing focus of these discussions will be the progress of individual students, as well as English Learners, Foster Youth, and Low-Income students. Weekly collaboration will support the ongoing assessment of the impact of interventions and supports in accelerating student learning.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional/adjusted academic support services	5,000.00	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Teachers will monitor students for signs of stress and report any perceived issues to academic advisors and Student Success Team via ongoing "Student of Concern" form. This reporting system will also be used by grade level teams during weekly meetings. In addition, PCS will engage in frequent outreach to students and families to ensure participation and academic success in distance learning. In addition, PCS will engage students in social-emotional learning and wellness through in-class instruction and a variety of schoolwide wellness initiatives and activities. Guided by the Head of School and Faculty Dean, staff will use daily collaboration time to review resources and address any concerns about student social-emotional well-being.

PCS created a "Virtual Support Hub" that provides a central resource bank and variety of mental health and wellness supports for PCS students and families. These include individual and group counseling, suicide prevention and mental health crisis supports, parent education opportunities, academic advisor contacts, community resources, and contact information for technology assistance.

PCS students and staff also benefitted from significant mental health resources available through the Santa Cruz County Office of Education, which have been shared with students and parents through weekly updates and newsletters, and with staff during staff meetings, via email, and on the PCS Staff Hub, an internal website used for resource sharing. Our Virtual Support Hub includes resources for staff and families as well as students.

Many PCS staff participated in daily mindfulness moments and check in meetings before each school day during Spring 2020, and all members of the PCS community are encouraged to join us for an ongoing opportunity for Yoga and Mindfulness each Tuesday morning of the 2020-2021 school year via Zoom.

Finally, professional development in the areas of social and emotional learning (SEL) and trauma-informed instruction are planned for the 2020-2021 school year to enhance teachers' ability to support students in these areas during distance learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Connecting and engaging every PCS student in distance learning is foundational to our work. We will support a tiered response rooted in frequent contacts, surveys, and ongoing assessments of student well-being. Weekly collaboration and review of student progress will help to identify students in need of additional support. The Student Success Team will meet weekly to determine appropriate Tier II supports and interventions to support the success of each student. A Tier II response will be initiated for any student who has not participated in synchronous learning for three or more days or for any student who has not been completing asynchronous work. Tier II response may include parent/family contact or meeting, connection to community resources, and/or specific interventions and school supports. PCS will provide outreach and support to families whose home language is not English.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

PCS partners with Santa Cruz County Office of Education and nearby school districts to ensure County-wide access to student meals, while maintaining processes in alignment with public health guidelines. Families in need of meal service may pick up meals and groceries (provided in partnership with Second Harvest Food Bank) at Pacific Collegiate School weekly, or may access safe school food distribution centers through the generosity of COE and local districts. Families are advised of pick-up locations, dates, and times throughout the County - and assured that all meals are free of charge, with no family turned away.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.36%	112,500.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Actions Related to Technology Access for Low Income, Foster Youth, or Homeless Students

Actions related to increased technology access contribute to the increased and improved service requirement because it is evident that students from low income families needed additional supports to access instruction via distance learning at the end of the 2019-2020 school year. We have prioritized these students in distribution of digital learning and internet connectivity devices, as well as technology support services, as we believe this will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged in distance learning.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

These student groups have experienced significant challenges in our transition to distance learning. We have prioritized the need for additional technology, mental health, and academic supports, and believe by providing these supports in addition to our high-quality curriculum and certified instructors will accelerate the learning of those students who have experienced additional challenges and learning loss.

Pacific Collegiate School Diversity Status Report and Action Plan (2020-2025)

I. Introduction and Vision Statement
II. Overview of Progress to Date (2006-2019)
III. Detailed Review of Progress on 2016-2020 Diversity Action Plan
IV. Overview of 2020-2025 Diversity Action Plan
V. 2021-2025 Diversity Action Plan
VI. Appendix A - Relevant Data
VII. Appendix B - Detailed Review of Past Diversity Plans

Pacific Collegiate School Diversity Status Report and Action Plan (2020-2025)

II. Introduction and Vision Statement

Pacific Collegiate School (PCS) strongly values a student, faculty, staff, and board population that reflects the diversity of Santa Cruz County in all respects, including demography, socioeconomic status, race, ethnicity, culture, religion, gender identity, sexual orientation, and disabilities. A diverse PCS school community is central to our obligation as a public school to provide equal access and support for all community members seeking a high-quality, standards-based, college preparatory and fine arts education. Further, recent research underscores the contributions of diverse school communities to student learning, including critical thinking, communication and problem solving.[1]

PCS initially adopted a five-year Diversity Plan in 2006 as a "living document" that provided a conceptual background for issues relating to school diversity, identified a variety of steps intended to diversify the school, and provided an itemized agenda to guide the actions of the school over the following five years. The Plan has been updated every five years to include an assessment of the progress PCS has made as well as to identify new ideas and goals aimed at further fostering diversity at the school. This document first reports on past progress, including during the term of the most recent 2016-2020 Diversity Plan. It then highlights the core diversity goals for the upcoming 2020-2025 period, before detailing the steps we propose to take to accomplish those goals as part of this Diversity Plan for the 2020-2025 period. Relevant data as well as our reports on past Diversity Plans are included in the Appendices.

II. Summary of Progress to Date (2006-2019)

- **Invested in Outreach Coordinator.** In January of 2007, PCS created and funded a 50% staff position for an Outreach Coordinator, whose responsibilities include maintaining and enhancing the school's current diversity and reaching communities currently regarded as underrepresented. That staff position has remained a key part of the school's program.

- **Development of Community Outreach Program**. The Outreach Coordinator developed a Community Outreach Program, which includes programs for disseminating

[1]Ayscue, Jennifer Erica Frankenberg, and Genevieve Siegel-Hawley (2017)The complementary benefits of racial and socioeconomic diversity in schools. Research Brief #10. The National Coalition on School Diversity. Available at: https://school-diversity.org/pdf/DiversityResearchBriefNo10.pdf

information about PCS, raising awareness of PCS and the procedures for admission, and the development of community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.

- **Development of "First To College" (FTC) Lottery Program.** Since 2011, the PCS admission lottery has increased the percentage of seats set aside for 7th grade applicants who would be the first in their family to attend college, from 10% in 2011 to 15% in 2019. This has increased the admission and retention of Hispanic/Latino students in most years, and by design has consistently enhanced the socioeconomic and racial diversity of the pupil population.

- **Programs for Student Support.** As part of efforts to sustain a diverse student population, PCS established and enhanced numerous levels of student support, including teacher grade level teams, a full time 7th and 8th grade Academic Support specialist, a Study Skills and Technology class for all 7th grade students, and a revised bell schedule to include block periods and in-school tutorial. The focus on this mission and the creation of such programs has likely contributed to the fact that in the last five years there is no longer a strong correlation between students who transfer out before graduation and race or socioeconomic factors.

- **Promotion of Diversity in School Culture and Mentoring.** In order to support students of all academic backgrounds, PCS has put a variety of support structures in place. These include a summer academic and social support program for all incoming 7th grade students called Base Camp, a similar orientation for newly admitted students, and an AP Base Camp for 10th grade students prior to their initial Advanced Placement course. In addition, PCS engages all 7th grade students in a Study Skills and Technology course and has a peer mentoring program for first-to-college students.

- **Pursuit of Opportunities for Cultural Enrichment.** PCS has integrated cultural enrichment into the curriculum through exchange programs with sister cities, increased focus on culture in World Language classes, and continued focus on a global perspective within the History courses.

- **Improve Outreach Efforts.** The Outreach Coordinator continued to develop the outreach plan, continued to develop community partnerships, and worked to shift public perception of diversity at PCS. Among other things, this led to a community-focused coding camp located at PCS in the summer of 2019.

- **Strengthen an Inclusive and Supportive School Culture.** The PCS Board led an initiative for data collection focused on assessing the needs of FTC students and families. This data was used to support several initiatives, including enhanced support services and a series of trainings in 2017-18 and 2018-19 for staff and board members on

culturally responsive pedagogy and broader DEI issues respectively.

- **Recruit More Diverse School Leadership**. PCS has made significant improvements in this area since 2016. Centrally, the Board of Directors recruited and retained the first non-temporary female head of school in our school's 20 year history. In addition, the Board has increased its own diversity, and is now by several metrics the most diverse constituency in the school across gender and ethnicity, with for example, four of its current eleven members, leaders of color.

- **Expand Data Collection and Assessment**. PCS continued to improve upon methods and standards of gathering data for the purpose of assessing the needs of its ethnically diverse and first-to-college population in order to provide concise and effective support, and made significant strides in this area during the previous plan periods.

III. Detailed Review of Progress on 2016-2020 Diversity Action Plan

The 2016-2020 Diversity Plan identified four particular measures PCS would evaluate and pursue during the time in question. Those measures were as follows (1) continued improvement of outreach efforts; (2) continue to build an inclusive and supportive school culture; (3) board, faculty/staff, and committee diversity recruitment; and (4) improved data collection and assessment. We summarize progress on each goal and sub-goal as originally identified in the 2016-2020 Diversity Plan below.

Goal 1: Continued Improvement of Outreach Efforts

Sub-goal 1.1: Refine PCS Outreach Plan. The Outreach Coordinator refined the PCS Outreach plan to address: (a) assessment of outreach efforts to date; (b) strengthening of existing partnerships with community organizations and developing new community partnerships (e.g., with Digital Nest); and (c) implementation of creative new strategies for outreach.

Status: The School implemented this goal by assessing outreach and requiring regular reporting to the Board of Directors on outreach efforts as part of monthly Board Meetings. In addition, we hosted lottery information sessions at community locations in Watsonville and Beach Flats in both Spanish and English.

Sub-goal 1.2: Continue, Improve, and Expand Community Service/Partnerships. PCS committed to continuing to foster community partnerships, with efforts to focus the program on the 3rd through 6th grade age group..

Status: These relationships continue to be developed. For example, in partnership with Looker we led an English/Spanish bilingual coding camp at PCS in the summer of 2019.

Sub-goal 1.3: Shift Public Perception. The School sought to shift public perception of diversity at PCS by: (a) raising the visibility of the FTC lottery; (b) highlighting and celebrating the diversity of the PCS student body via a revamped website; and (c) examining all marketing materials to ensure the promotion of diverse student recruitment.

Status: Each of these goals was addressed. For example, we addressed the misperception that PCS has tuition or "required" donations and parent volunteer hours on our website, and produced bilingual marketing materials for the lottery information sessions.

Goal 2: Build an Inclusive and Supportive School Culture

Sub-goal 2.1: First to College Families' Needs Assessments. The School committed to address how best to support diverse and FTC students and families in the school community with the goal of ensuring and improving FTC student retention. These materials will be in English, Spanish, and any other needed languages.

Status: FTC parent surveys were conducted to identify issues affecting the ability of families to support their students' academic achievements and goals. The results contributed to the development of the 2015-2018 PCS Strategic Plan. In addition, during the 2018-2019 search process for a new Head of School, the PCS Board hosted a dedicated stakeholder engagement event to solicit FTC family input. The PCS Board also reached out individually to Spanish speaking families to solicit their input on needs and priorities.

Sub-goal 2.2: Development of English Language Learner (ELL) Instructional Assistant Position. The school planned to establish an ELL support position to serve the needs of students for whom English is a second language.

Status: PCS began employing a part-time ELL Instructional Assistant in 2018. This position continues to support the needs of English Language Learners at PCS.

Sub-goal 2.3: Foster Student Involvement in Diversity Efforts. The School planned to invite one or two students annually to serve on the Diversity Committee and support related activities including outreach, school activities, and website development.

Status: The Outreach Coordinator created a student diversity club, and invited one student representative from the club to participate in the Diversity Committee and attend Board meetings. PCS teachers have also engaged students in DEI awareness in the classroom. For example, teachers and departments have expanded reading lists to include authors from diverse backgrounds.

Sub-goal 2.4: Study Benefits and Impacts of a Possible Sixth Grade. PCS committed to explore

whether the addition of a 6th grade cohort would help in the recruitment and retention of students of diverse backgrounds. The results of this study would serve as a recommendation for the next charter renewal. As background, when PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts changed many years ago to begin middle school instruction in 6th grade, PCS was no longer aligned with the grade-year division in those schools. Although some (mainly smaller, independent, and/or private) local elementary schools do go through 6th grade, the series of PCS diversity plans have contemplated that adding a 6th grade to PCS could help with diversity efforts in that it, among other considerations, might reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

As part of the 5-year charter renewal cycle for PCS, in 2014 all references to the historic 7-12 grade alignment of the School were removed and substituted with references to "middle and high school" as long reflected in the School's mission statement, so as to accommodate such reform. The Memorandum of Understanding with the School's charter authorizer (the Santa Cruz County Board of Education), required approval for the service of any new grade levels, which has not been sought during the last 5 years.

The PCS Board has identified this change as an important area for making significant transition in the racial and socioeconomic diversity of the School. Accordingly, as part of the 2020 Charter renewal process, the School intends to seek to remove this barrier to access.

Goal 3: Board and Faculty/Staff Diversity Recruitment

Sub-goal 3.1: Board. The PCS Board sought to address the following in its member recruitment: (a) review and revise its recruitment materials and strategies with the goal of improving diversity; (b) expand outreach both geographically and in terms of advertising methods; (c) leverage connections with local organizations that serve underrepresented constituencies; (d) consider engaging a search firm to enhance diversity; and (e) provide its members access to diversity and bias training.

Status: The School worked towards these goals. For example, we held annual information sessions tailored to provide information about Board service to a diverse group that might not have information and background about the Board. Affirmative efforts were made to encourage community members to attend these annual sessions and they have been successful and well attended. We also revised the application and Board expectation materials to welcome applicants from a more diverse backgrounds, and the Board participated in diversity training.

Sub-goal 3.2: Faculty/Staff. PCS will review and revise its faculty and staff recruitment

materials as well as its recruitment strategies with the goal of improving diversity.

Status: The School has followed up on this goal, and has had some noteworthy recruiting successes, particularly in the area of hiring women to teach advanced science courses in the curriculum, as well as hiring our first female Head of School after a nation-wide rigorous search process.

Goal 4: Expand Data Collection and Assessment

Sub-goal 4.1: Data Collection/Assessment Subcommittee. The Diversity Committee sought to create a subcommittee focused on data collection and assessment. The subcommittee would: (a) draft and circulate anonymous and voluntary surveys to help gather relevant data and needs assessments, including data about PCS board, faculty, staff, and students; (b) spearhead the collection of data from students who were part of outreach programs described above and from graduating FTC students, such as SAT scores, college acceptance rates, and kinds of colleges (i.e., two-year, four-year), including information about why FTC students and families decided to apply to and attend particular colleges, and (c) gather data that allows a comparison of "success" data between PCS students and students at other schools and programs and course offerings, such as the Santa Cruz High School Math Academy and AP courses.

Status: Given the importance of these issues, and the sensitivity of some of the information, working closely with the Head of School, the PCS Board has assumed central responsibility for data collection and assessment, and this will be a central focus for the next plan period. For example, in 2018-2019 we collaborated with Dr. Sabbah to collect and analyze data on attrition, which led us to conclude that there is not a correlation at PCS between race and/or FTC status and students who leave PCS prior to graduation.

Goal 4.2: Evaluate Feasibility and Potential Effectiveness of Further Lottery Refinements. Based on data collection and assessment, PCS aimed to consider whether diversity improvement can be achieved by additional lottery measures, such as a 9th grade entry FTC lottery reserve or a lottery reserve for applicants eligible for free and reduced lunch.

Status: PCS continues to evaluate how to hold a lottery that is compliant with State law and also serves PCS diversity goals. The Head of School conducted an analysis looking for any correlation between race and either FTC and/or free and reduced meal eligibility. Based on this analysis, coupled with a recent study of barriers to access in Diverse by Design schools conducted by the Century Foundation[2], PCS has concluded that the most effective approach is to direct its efforts to the 6th Grade and the expansion of the First to

[2] Potter, H. and Quick, K. (2018). *Diverse-by-Design Charter Schools. The Century Foundation.* Accessed at https://tcf.org/content/report/diverse-design-charter-schools/?agreed=1

College preference in that lottery as discussed in Part IV below.

IV. Overview of the 2020-2025 Diversity Action Plan

The 2020-2025 Diversity Action Plan has five overarching goals (A-E), which are summarized here and detailed in Section V below.

A. **Recruit More Diverse Student Population.** The Board and Head of School will jointly investigate the possible benefits and impacts of creating a 6th grade with a 50% lottery preference for First to College (FTC) students (or based on another diversity-targeted metric), in order to ease the transition between elementary, middle, and high school for FTC students and thereby increase the likelihood of their applying to PCS, and to provide an additional opportunity for student support separate from the existing program and course sequence. As part of this initiative, PCS may create 1-2 pilot section(s) to determine feasibility before launching a full 6th grade program.

B. **Build Mechanisms for Student Support.** The Head of School will lead efforts around teacher development and support programs for students to ensure all students are supported to be successful at PCS, with a particular focus on ensuring the success of diverse populations, and with a view towards expanding support for include grades 9-12.

C. Recruit Diverse School Leadership. The Head of School will identify and implement strategies to recruit a more diverse teacher and staff population, and the Board will continue to recruit diverse members, both with a view to better reflect our community's demographics.

D. Build an Inclusive and Supportive School Culture. The Head of School will lead efforts to build an inclusive and equitable school culture and climate to support the academic success, and social and emotional well-being of every student. This initiative will both involve investing in a staff member to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder learning.

E. Refine Data Collection and Evaluation. PCS plans to refine current methods and standards of gathering data for the purpose of uncovering any gaps in achievement within the student population and in particular for the most vulnerable students. Such metrics will be used to intentionally deploy resources to support the students that are most heavily impacted.

V. 2020-2025 Diversity Action Plan

Plan Elements and Reporting Timeline: The 2020-2025 Diversity Plan has five mutually supporting goals, which aim to build on and expand past efforts: (A) recruit a more diverse student population; (B) build mechanisms of student support; (C) recruit diverse school leadership; (D) build a supportive and inclusive school culture; and (E) expand data collection and assessment. The Head of School will oversee the preparation of a status report addressing progress in these areas, to be submitted to the Board of Directors each December and May.

Goal A: **Recruit More Diverse Student Population.** The Board and Head of School will jointly investigate the possible benefits and impacts of creating a 6th grade with a 50% lottery preference for First to College (FTC) students (or based on another diversity-targeted metric), in order to ease the transition between elementary, middle, and high school for FTC students and thereby increase the likelihood of their applying to PCS. As part of this initiative, PCS may create 1-2 pilot section(s) to determine feasibility before launching a full 6th grade program.

When PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts have now changed to begin middle school instruction in 6th grade, PCS is no longer aligned with the grade-year division in those schools. Adding a 6th grade to PCS could help with diversity efforts, in that it would reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

PCS runs a first-to-college admissions lottery that allocates 15% of 7th grade seats for students who will be the first in their family to attend college. This lottery occurs prior to the main lottery; anyone not chosen in the first-to-college lottery is then entered in the main lottery as well. As part of our efforts to analyze PCS's stated commitment to enrolling a diverse student body, we have looked at the first-to-college admissions lottery data to measure the level of diversity in the school's actual enrollment. While we recognize that a robust definition of diversity in school enrollment requires considering a variety of factors, our analysis showed, unsurprisingly, that first-to-college admissions at PCS correlates with racial and socioeconomic diversity. In the last few years, however, the number of applicants to the first-to-college admissions lottery has not increased and remains close to the 15% of the allotted 7th grade seats. While a narrow achievement gap persists for these students according to state administered test results, that gap is decidedly smaller than the statewide economic achievement gaps. Fundamentally, the consideration of first-to-college in selection process has been a critical component for achieving the current level of diversity at PCS, yet moving forward we must further evaluate ways to attract an even higher enrollment of diverse students into the school.

At the current level of diversity, research has shown that it is still difficult for minority students

to achieve a sense of belonging and it is challenging to reassure tolerance and cross-racial friendships among all students. A more substantial intervention, we believe, is needed. One avenue we would like to explore is to increase the number of students who gain admission via selective enrollment at the sixth grade level. As stated, similar efforts have been put in place in other charter networks successfully pursuing socioeconomic integration.

We are particularly drawn to a pilot program for sixth-graders is because it will allow PCS to attract and enroll more diverse cohorts of students, feeding more equitably from all local elementary schools, rather than the select few that currently include a 6th grade. This approach will also ease the transition to middle and high school, as students will transfer to PCS directly from elementary school, rather than having to transition twice between elementary, middle and high school. This opportunity would be particularly impactful for FTC students who are less likely to be transitioning to PCS from private schools, which often offer a 6th grade. Developing a 6th grade pilot program will require considerable preparation. These efforts will include an intentional turn toward a nurturing learning and social atmosphere designed to meet the needs and circumstances of younger students. Moving forward, we need more research to effectively shape our pilot program into one that encourages true equity, rather than one that simply promotes access as a single step of progress. The following specific activities will help PCS reach this goal:

1. Engage stakeholders in a discussion of the possible benefits, impacts, and hurdles in launching a pilot 6th grade.
2. Redoubling efforts with community partnerships that will yield a greater number of diverse applicants.
3. Evaluate if additional selection metrics, in addition to FTC and FRPM eligibility, may help to further diversity efforts..

***Goal B*: Build Mechanisms of Student Support.** The Head of School will lead efforts around teacher development and support programs for students to ensure all students are supported to be successful at PCS, with a particular focus on ensuring the success of diverse populations, and with a view towards expanding support for include grades 9-12.

At the center of PCS's vision and mission is providing an exemplary college preparatory program, rich in academic, artistic, and multicultural opportunities. Our values statement underscores our essential belief that all students are capable of success within this rigorous academic environment, given the right supports. As PCS strives to become a more diverse learning community, we move forward with particular interest in providing a comprehensive system of student support to ensure the success of all students, with particular interest in reducing equity/opportunity gaps.

To that end, PCS will enhance services to provide Multi-Tiered Systems of Support (MTSS). As defined by the California Department of Education, "MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning,

individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success."[3] By establishing an MTSS system, PCS will create greater opportunity to identify and intentionally respond to students' individual learning needs with necessary services and supports.

PCS will continue to build the capacity of faculty and staff to meet the needs of diverse learners by engaging in professional learning focused on culturally responsive pedagogy, Universal Design for Learning, Social and Emotional Learning, and instructional strategies appropriate for variable learning needs.

To specifically support the needs of our first-to-college students and their families, PCS will partner with Advancement Via Individual Determination (AVID), a non-profit organization with over 30 years' experience in reducing achievement gaps and attaining success for low-income, first-to-college students. AVID training, resources, and consultancy will assist PCS in embedding academic supports and services to meet the needs of the diverse students we seek to attract and retain.

The following specific activities will help PCS reach the above goal:

1. Enhance Multi-Tiered Systems of Support (MTSS), including:
    a. Grade Level Team meetings
    b. Student Success Team (SST) process
    c. Academic support for students in all grades
    d. Social-emotional/mental health learning and support for students in all grades

2. Professional Development focused on culturally responsive pedagogy, Universal Design for Learning, and instructional strategies to support the success of diverse learners

3. AVID Partnership
    a. Professional development for PCS faculty and staff on schoolwide structures and strategies that accelerate student learning and close achievement gaps
    b. Access to resources, materials, and consultation services proven to support the success of first-to-college students
    c. Parent education materials and strategies, targeted to support for first-to-college students and their families
    d. Network of support with other regional AVID programs, including those active in Santa Cruz County middle and high schools
    e. Investment in dedicated tutors to support first-to-college students

Goal C: **Recruit Diverse School Leadership**. The Head of School will identify and implement strategies to recruit a more diverse teacher and staff population, and the Board will continue to

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recruit diverse members, both with a view to better reflect our community's demographics.

As PCS seeks to increase student diversity, we recognize the benefits of recruiting and retaining a more diverse faculty and staff. According to 2018 study, "increasing teacher diversity is a very important strategy for improving learning for students of color and for closing achievement gaps."[4] While PCS recognizes that all students benefit from learning in a more diverse school environment, research suggests "the impact is especially significant for students of color, who have higher test scores, are more likely to graduate high school, and more likely to succeed in college when they have had teachers of color who serve as role models and support their attachment to school and learning. Students with racially diverse teachers also have fewer unexcused absences and are less likely to be chronically absent."[5]

PCS has traditionally recruited teachers and staff primarily by posting openings on EdJoin and the Employment portion of the school website. A significant departure from this norm was the recent Head of School search process, for which PCS Board of Directors engaged an Executive Search Consulting firm, in order to deliver a diverse slate of highly-qualified candidates. With similar intent, PCS will use a variety of outreach and recruitment strategies to find diverse candidates qualified for future positions.

The following specific activities will help PCS reach the above goal:

1. Outreach and communication with local teacher preparation/credential programs
2. Participation in regional teacher recruitment fairs
3. PCS representation in forums and networks focused on diversity in education

***Goal* D: Build an Inclusive and Supportive School Culture.** The Head of School will lead efforts to build an inclusive and equitable school culture and climate to support the academic success, and social and emotional well-being of every student. This initiative may expand classified staff hours to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder development.

Additional deliberate action will be needed to build a more diverse, equitable, and inclusive school community. Research has shown that an equitable and inclusive school culture is critical to the recruitment and retention of diverse and highly-qualified teachers, as well as the recruitment, retention and success of students of diverse backgrounds.

To ensure all members of the PCS community experience an inclusive rather than an assimilationist environment, PCS will continue to provide learning opportunities for leadership, staff, faculty and students to engage in discussion and training about equity, explicit and implicit bias, structural inequalities, and other issues related to DEI. To do this, PCS will continue to engage outside expertise and consultation to support and expand a multi-year learning process

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for the Board, teachers, staff, parents and students.

The following specific activities will help PCS reach the above goal:

1. Diversity, Equity & Inclusion Consultancy**.** PCS will provide a series of learning opportunities for staff and stakeholder groups regarding DEI. This will take a variety of forms including targeted support from outside expertise to guide us, professional learning for the Board, and faculty and staff, as well as student and parent engagement.

2. Dedicated Staffing. We may augment prior classified staffing to extend outreach and recruitment efforts, and to include student and family engagement to further support and retain diverse students and families.

3. Student Leadership & Engagement. PCS will identify an annual cohort of student leaders who will receive targeted DEI training to serve as mentors and leaders for positive school culture building at PCS (e.g. SV Faces Camp Everytown or similar), Student Voices (Head of School advisory and action committee).

4. Integration of DEI in Curriculum and Instruction. Building on the intentional work PCS teachers have done to infuse DEI awareness and strategies in curricula and learning strategies, academic departments and teachers will continue to enhance instruction by identifying resources, materials, and learning opportunities that will intentionally reflect PCS's value for diversity and inclusion.

Goal E: Refine Data Collection and Assessment. PCS plans to refine current methods and standards of gathering data for the purpose of uncovering any gaps in achievement within the student population and in particular for the most vulnerable students. Such metrics will be used to intentionally deploy resources to support students with demonstrated achievement gaps.

In recent years, closing the achievement gaps between different groups of students has become the focus of state policy. PCS will continue to build on this research by expanding and refining our own research about classroom-level practices associated with increased student performance, with an aim to close any identified achievement gaps at PCS. We plan to survey current policies and practices in order to provide better teacher support for use of classroom data.

The following specific activities will help PCS reach the above goal:

1. Professional Development for Teachers. We plan to use data assessment to help teachers understand skill gaps of low-achieving students and receive professional development on linking low-performing student data to instructional strategies.

2. Create a Roadmap to Close Achievement Gaps. We will can establish reasonable roadmaps to achieve our vision, setting measurable goals for each racial or

socioeconomic subgroup to close the achievement gaps.

While the school collectively strives toward improving multiple measures of student performance, we will also incorporate progress targets directly into department and individual teachers' professional goals. With measurable goals, the phrase "closing the gaps" becomes less aspirational and will give departments and teachers concrete opportunities and accountability mechanisms. We will provide resources and support to accelerate the learning of low-achieving students while continuing to improve achievement for all. We will provide teachers with access to frequent, diagnostic assessments and high-quality professional development, including coaching and collaboration time with colleagues. This will allow teachers to use data to make significant improvements to curriculum and instruction in order to close achievement gaps.

VIII.Appendix A – Relevant Data

A.Measurements of Diversity

Evidence suggests that the demographics of PCS applicants are similar to the pupil population of peers attending Santa Cruz City Schools High Schools that pursue a college preparatory curriculum, as demonstrated by enrollment in AP classes. PCS will continue seeking to monitor this important basis of comparison. In recognition that a diverse student body is critical to an excellent education, PCS will continue its efforts to achieve diversity in all areas, including race, ethnicity, socioeconomic status, sexual orientation, and gender identity/expression.

B.Diversity Index Data/Tables

The tables below show multi-year trends in PCS student racial demographics as well as student socioeconomic status. PCS is encouraged by continued growth in the diversity of the student population as measured by these two indicators. PCS will continue to focus on outreach and recruitment of students in all Santa Cruz communities, as well as strengthening support structures to facilitate their success once enrolled.

1.Percentage of PCS Students Reported as Hispanic/Latino

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School (SCHS) District
2010-11	5.0	10.2	6.7	12.6	12.3	5.5	9.0	32.6%
2011-12	17.0	13.6	11.4	4.7	10.7	10.4	11.4	34.5%
2012-13	21.6	16.1	11.4	13.1	5.9	11.0	13.2	35.9 %
2013-14	13.5	20.5	17.0	11.8	14.7	6.1	14.0	37.1 %
2014-15	15.41	13.5	16.1	16.3	12.3	15.5	14.9	37.6 %

2015-16	16.3	14.3	13.3	16.0	16.0	12.7	14.8	
2016-17	7.6	18.3	18.7	14.1	18.3	14.7	15.3	
2017-18	17.6	5.4	17.4	16.5	15.1	16.7	15.5	
2018-19	10	18.3	5.4	15.2	17	16.7	13.8	

2.Percentage of PCS Students Reported as White

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	SCHS District
2010-11	86.3	73.9	69.7	74.7	75.3	81.8	76.5	58.4 %
2011-12	65.9	71.6	72.7	67.1	72.6	72.7	70.4	56.0 %
2012-13	65.9	65.5	72.3	72.6	70.6	76.8	70.6	54.1 %
2013-14	64	64.8	63.6	69.4	66.6	72	66.6	52.6 %
2014-15	71.4	67.4	69.0	70.0	75.5	66.2	69.9	52.9 %
2015-16	75.0	73.6	72.2	68.0	68.0	73.2	71.8	
2016-17	78.3	76.3	65.9	70.1	64.6	67.6	70.8	
2017-18	61.5	79.3	75	64.8	65.6	70.5	68.3	
2018-19	73.3	64.5	79.3	78.3	62.5	72.2	70.6	

3.Percentage of PCS Students Reported as Eligible for Free and Reduced Lunch

School	Grade	Grade	Grade	Grade	Grade	Grade	Total	SCHS

Year	7	8	9	10	11	12		District
2010-11	1.2	0	3.4	3.5	3.8	27.3	5.2	35.5 %
2011-12	1.1	3.4	5.8	7.1	6.0	13.2	5.9	32.5 %
2012-13	2.3	10.3	4.5	8.4	7.0	9.8	7.0	32.5 %
2013-14	5.7	1.1	0	0	0	2.5	1.6	36.5 %
2014-15	8.8	5.6	2.3	3.8	1.4	2.8	4.3	40.3 %
2015-16	4.4	11	5.6	2.5	4	4.2	5.4	TBD
2016-17	8.7	7.8	13.2	11.8	5.8	2.7	8.5	TBD
2017-18							11.7	
2018-2019								

4.First to College (FTC) Students

Academic performance data of the FTC students is compiled in the table below. The numbers are fairly small, making it difficult to identify trends. However, the high success rate on Advanced Placement exams in our first graduating class is notable.

PCS First To College Academic Data (through 201)									
	GPA		% who Met or Exceeded the Standard on CAASPP						% of AP Exams with 3, 4, or 5
Class	Junior High	High School	7th ELA	7th Math	8th ELA	8th Math	11th ELA	11th Math	
2017	2.62	2.758					83% (n=6)	50% (n=6)	88% (n=16)
2018	2.45	2.74							67% (n=3)
2019	3.057	3.331			60%	50%			

					(n=10)	(n=10)			
2020	2.494		75% (n=8)	50% (n=8)	75% (n=8)	38% (n=8)			
2021	2.401		29% (n=7)	29% (n=7)					
2022									
2023									

5.PCS Student Diversity Results

Key student diversity categories are combined for comparison.

	Total Enrollment*	FTC Students**		Hispanic Students	
	545			75	13.8%
	537			83	15.5%
2016-2017	522	54	10.3%	80	15.3%
2015-2016	518	55	10.6%	74	14.3%
2014-2015	508	63	12.4%	82	16.1%
2013-2014	504	61	12.1%	70	13.9%

FTC (First to College) and Hispanic student data are self-reported; Hispanic students reported as Hispanic/Latino.

* Starting enrollment as of the first Wednesday of each October.

** FTC students admitted through sibling preference, FTC lottery, general lottery, and after 7th grade combined.

6.2017-2018 Ethnic Diversity Index - Santa Cruz County Schools

School	Ethnic Diversity Index	Enrollment
San Lorenzo Valley High	23	726
San Lorenzo Valley Middle	26	538
Scotts Valley High	32	802
Scotts Valley Middle	30	562
Pacific Collegiate School	**34**	**537**
Aptos High	40	1,478

Mission Hill Middle	44	615
Santa Cruz High	40	1,062
Branciforte Middle	42	482
Soquel High	42	1,155
Harbor High	40	926
All Santa Cruz County public schools	39	40,393

2017-2018 scores from the California Department of Education's (CDE) state-wide Ethnic Diversity Index (EDI) web site (http://www.ed-data.org/) for selected Santa Cruz County middle and high schools. The CDE recognizes seven racial categories. EDI values close to 100 indicate a school has a fairly even distribution of students among the seven categories. Numbers closer to 0 indicate that students are predominantly from a single racial group.

For the March 2011 admissions process, PCS received 24 applications for the Pilot FTC Lottery. With 56 seats available in 7th grade in 2011, the Principal directed school staff to set aside six seats for Pilot FTC Lottery applicants, leaving 18 on the Pilot FTC Lottery wait-list. Four of the 24 Pilot Lottery applicants were of Hispanic origin. One of the wait-listed Pilot FTC Lottery applicants was admitted to the 7th Grade via the larger general lottery and two more of the Pilot FTC Lottery applicants were subsequently admitted to 7th grade from the regular wait-list in the months following the lottery. The outcome was that nine of the 24 students who sought admission to PCS via the Pilot FTC Lottery program earned seats in 7th grade for the 2011-2012 school year; one more entered post-lottery for a total of 10 FTC students. Despite that outcome, the result of the lottery was that none of the Hispanic applicants were offered admission through the combined lottery process.

Regarding FTC student retention for this initial FTC lottery cohort, six of the initial 10 students have continued on to become current seniors (in the current 2016-2017 school year), a 60 percent retention which is identical to the retention for this senior class as a whole starting from 7th grade. However, it should be recognized that one or a few students in such a small group has a large effect on the percentage calculations and that year-to-year trends are more significant than any one year percentage. It should also be recognized that students leave schools for a variety of reasons, some beyond their control or academic performance.

The outcome of the March 2012 FTC Lottery was quite different. PCS received 21

applications for the second FTC Lottery, 10 of which came from applicants of Hispanic origin. With 50 seats available in 7th grade in 2012, the Principal directed school staff to set aside five seats for FTC Lottery applicants, leaving 16 on the FTC Lottery waitlist. Of the five FTC Lottery applicants admitted, three were Hispanic. Five of the students who were waitlisted for the FTC Lottery were subsequently admitted through the general lottery. Thus, 10 of the 21 applicants to PCS via the FTC Lottery program (eight of whom self-identified as Hispanic) earned seats in the 2012-2013 incoming 7th grade class. That represents a statistically distinct result, as compared to the incoming 7th grade class generally, and suggests that the FTC Lottery project (which will affect the cultural and socio-economic diversity of the school by admitting on a preferential basis a cohort of students that would be the first in their family to attend college) also is having an impact on racial and ethnic diversity at PCS. Retention data for this cohort, and future cohorts, will be included in future reports.

D.WASC Plan Diversity Goals

Action Item 2: Increase academic support to First to College (FTC) students

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish baseline metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Administration Outreach Coordinator Diversity Committee Faculty	Creation of a template for data collection	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Survey parents of FTC students annually to determine effectiveness of systems and support	Administration Outreach Coordinator Diversity Committee	Create survey Compile data	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Analyze metrics and survey results and make adjustments to provide appropriate	Administration Outreach Coordinator Diversity Committee	FTC support plan	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration

support for FTC Students	Faculty			

E.2015-2018 Strategic Plan Diversity Goals

2. Foster a positive school culture to enhance student engagement.
2-B. Continue to increase diversity at every level within the school community.

VII. Appendix B – Detailed Review of Past Diversity Plans

Review of 2006-2011 Diversity Plan and Progress

The original 2006-2011 Diversity Plan included six elements. Those elements, and the progress made on those ideas since that time, are as follows:

1.Retention of Outreach Coordinator. In January of 2007, PCS created and funded a paid staff position for an Outreach Coordinator. The original PCS Outreach Coordinator served in that capacity until the end of the 2015-2016 school year. The Diversity Committee expended significant efforts on recruitment for this position in the fall of 2016, which resulted in the hiring of a new Outreach Coordinator in December 2016.

2.Creation of Diversity Oversight Committee. In 2006, a Diversity Oversight Committee was created and empaneled as an advisory committee reporting to the PCS Board of Directors. The Diversity Oversight Committee replaced the Diversity Task Force, which had been formed in 2005, which was preceded by the Diversity Education and Outreach Committee, established in 2004. The Diversity Oversight Committee continues to meet monthly and includes the Outreach Coordinator and school principal.

3.Development of PCS Community Outreach Program. The PCS Community Outreach program started immediately and has included dissemination of information about PCS and upcoming events through the school website and local newspapers and other means. The Outreach Coordinator has supervised the dissemination of information to area schools, community centers, libraries, after-school programs, health clinics, religious institutions, local businesses, and other places where student families of diverse backgrounds might be reached.[6] The Outreach Coordinator has attended a wide variety of community events to raise awareness of PCS and the procedures for admission. PCS has developed community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.[7] Prior to the annual admissions lottery, which is typically held in March, PCS conducts at least three information meetings for students and their families. These meetings are widely advertised in English as well as Spanish, and Spanish language interpretation is available at each meeting. All literature, handouts and PowerPoint presentations are translated into Spanish. The PCS website has a translation feature so that the website material can be instantly converted to Spanish. PCS also has staff members who are fluent Spanish speakers who can support prospective families and students with the application process. The online admission application is available in both Spanish and English and hard copies of both applications are available on campus for those not able to access information via the Internet.

6

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4.Development of Pilot "First to College''(FTC) Program Affecting PCS Lottery. The combination of open public access and high academic standards has resulted in significantly more demand for PCS admission than there are spaces available for students. Pursuant to California State charter school law, PCS holds an annual public lottery for admissions. The lottery is widely publicized, open to all - there are no tests and no application fees - and is completely transparent.[8]

In the spring of 2009, the PCS Board of Directors approved a proposal for a pilot lottery program to address student diversity. The PCS Pilot FTC Lottery Study began with the admission lottery for the 2011-2012 school year. The program set aside either 10% of available slots or five seats, whichever number was greater, for applicants to 7th grade who would be the first in their family to attend college. (For purposes of this program, a 'first-generation college-bound' applicant is defined as one whose parents' or chief guardians' highest level of education is less than an Associate's Degree.) Also, students applying through the FTC lottery who were not admitted were then added to the general lottery, effectively giving them two chances at admission. For the 2011-2012 year, the FTC Lottery received strong interest but the outcome of the lottery did not directly result in an increase of Hispanic student admissions. However, the following year, the FTC Lottery did increase the admission of Hispanic students. (See section VII.C.)

5.Programs for Student Support. Since approximately 2004, PCS staff have been meeting monthly to identify at-risk students and provide them with the appropriate resources/support. At these meetings, teachers share observations about students and develop action plans for support. In some cases, students are referred to the Student Support Team for additional support.[9] Study hall is available for students before and after school and throughout the day, with computers available. Peer tutors, supervised by a member of the faculty, are available in afternoon study hall Monday-Thursday until 4:30 p.m.

In 2011, PCS refined its "7th/8th Academic Support" position, a job that focuses exclusively on working with 7th and 8th grade students who need additional help outside of the classroom. The position had originally been coupled with classroom teaching. Also in 2011, PCS implemented an advisory system structured around 35-minute periods every Friday and every other Tuesday. Advisory periods provided students with a safe, inviting place to build a relationship with peers and an adult at the school (either a teacher or administrator) who was there to talk about subjects outside of the regular curriculum. The function of advisory was, among other things, to ensure that no student "slips through the cracks." Advisors were required to do regular, one-on-one check-ins with students pertaining to both academic and social issues. As discussed below, in the 2015-2016 school year, the Advisory program was changed to a Seminar program.

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In the 2010-2011 school year, the Math Department began offering drop-in after-school tutorial programs staffed by volunteer faculty, and the program currently operates on Mondays and Tuesdays after school. Many students are officially referred to the program, but students have also opted to attend. The program's organizers track the attendance of students, and it is specifically aimed at improving achievement in math.

6.School Culture and Mentoring. A late summer program called Academic Base Camp was instituted in the summer of 2005 and continues to be offered to introduce students to the PCS environment and prepare students for the rigorous curriculum in 7th grade. Typically starting about three weeks before the first day of classes, Base Camp targets approximately 50 incoming 7th grade students who, based on assessments in Math and English administered during the previous spring, have been identified as potentially needing support in one or both of these critical academic areas. Students meet in two English classes and two Math classes, reviewing skills and strategies with four members of the PCS faculty. Most Base Camp participants describe the experience as important to having a successful launch at PCS. Despite the loss of state funding for the program, PCS continues to budget for the Base Camp experience. As discussed below, Base Camp was expanded in 2015 to support high school students enrolled in AP classes.

Beginning in the 2012-2013 school year, PCS offered incoming 7th grade students an elective course called Study Skills & Technology (SST). The course focused on the introduction and practice of the types of academic tasks students can, and should, expect to encounter during their time at PCS. Finding that it was an important part of a successful adjustment to the PCS program, the SST course became mandatory for incoming 7th graders in the next school year.

PCS participates in the nationwide WEB ("Where Everyone Belongs") Program, an organization whose purpose is to help students feel more comfortable as well as help them achieve success in their first year of PCS. The WEB 7th grade orientation and transition program is designed to both welcome and support 7th graders by assigning them a high school WEB Leader as a mentor during this first year. This WEB Leader is a responsible older student who was hand selected from a large pool of applicants and has met the qualifications of being a good role model and a positive leader on our campus.

2011-2015 Diversity Plan and Progress

The 2011-2015 Diversity Plan identified five measures PCS would evaluate and pursue.[10] Those measures, and the progress made on each, is as follows:

1.Continued Improvement of Outreach Efforts. The PCS Community Outreach program has continued to find new ways to reach diverse communities. In 2014, PCS established a

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tutoring program with Barrios Unidos. Children in grades kindergarten to 12th grade who participate in Barrios Unidos are transported to PCS two days a week, where students provide tutoring and PCS staff provide academic assessments. During the 2014-2015 school year, approximately 20 students from the Beach Flats community participated. During the 2015-2016 year, about 20 students from Beach Flats and an additional 20 students from the Live Oak community participated and there was a waitlist of about the same numbers from each community to join the program, the total number participating being limited due to transportation issues. The program has been a tremendous success, although Barrios Unidos has found it challenging to continue transportation funding.[11] In conjunction with the tutoring program, PCS has been involved in potluck community events with Barrios Unidos parents. The events have been at both PCS and in the Beach Flats Community Center.[12] Through both the tutoring program and the community events, families who might not have even been aware of PCS have now been introduced to PCS in a positive and welcoming manner, and some of those families have applied for the PCS lottery.[13]

2.Improvement and Refinement of Mentoring and Support of Students and Families. The PCS Tutorial program was instituted in 2014 and has been widely utilized by students for academic support. During Tutorial periods, which are on Wednesdays and Thursdays, students may drop in and consult with any teacher for help in making up missed work and for extra assistance in areas where the student may be struggling. In 2015, PCS introduced the Seminar program (replacing the Advisory program) in which PCS faculty and staff teach once-a-week "courses" on topics of interest to them and students. The courses have been extremely diverse, including yoga, vegan baking, board games, creative writing, philosophy, a capella, documentary analysis, journalism, and knitting. Students select their Seminar each semester and get the opportunity to know a faculty or staff member on a more personal level. This program has been popular with students and continues the spirit of the Advisory program in that it fosters relationships between students and faculty members.

In 2015, PCS began a program called the AP Base Camp to help incoming 10th through 12th grade students prepare for the Advanced Placement (AP) courses and exams specifically and the increased academic expectations of the upper grades in general. The AP Base Camp is an 8-day program held over the summer for two hours per day. The program focuses on the skills of reading a textbook, outlining, and preparing for quizzes/assessments. Up to 50 students may enroll, and preference is given to new students as well as those recommended by teachers.

College Test Prep resources were offered for the SAT and ACT tests beginning in the 2014-2015 school year, and in 2015 these resources became free to all students. The PCS college counselor provides financial aid workshops for parents and helps families prepare the Free Application for Federal Student Aid (FAFSA).

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3.Evaluation and Refinement of Lottery. In 2014, the PCS Board of Directors permanently adopted the FTC Lottery, based on the results of the PCS FTC Pilot Lottery Study, with amendments adopted following discussions during the COE Board of Education Trustees' Charter School Committee meeting on October 7, 2014. Pursuant to the October 2014 amendments, the admission reserve for FTC students will increase from 10 percent to 15 percent in increments of one percent per year for five years starting in the 2015-2016 school year. This will result in the following admissions reserves: 11 percent for the 2015-2016 school year, 12 percent for the 2016-2017 school year, 13 percent for the 2017-2018 school year, 14 percent for the 2018-2019 school year, and 15 percent for the 2019-2020 school year, after which it will remain at 15 percent.

4.Evaluation of Possible Summer Academic Camp. During the 2012-2013 school year, PCS evaluated the feasibility of offering a new academic summer camp during the summer months, for students who had completed 5th grade. The proposed camp would focus on developing basic study skills necessary for long term academic success, with an emphasis on skills appropriate to the 6th grade, and it would provide a road map to the PCS academic program and school culture. However, with the facility move, the logistical preparation was put on hold. This program is still being considered.

5.Pursuit of Opportunities for Cultural Enrichment. The 2011-2015 plan recognized that the PCS experience has been enriched by academic and extracurricular programs focused on the appreciation of diverse cultures and peoples, by students from other countries who attend PCS, and by the experiences of PCS students who participate in programs for travel and study abroad. The plan envisioned the evaluation of potential "sister schools" and other opportunities for learning across international borders. During that time period, PCS began hosting more foreign exchange students and offering a formal student exchange with a school in Denmark and a school in Chile. PCS also began offering four world languages, with an increasing focus on culture, as per the changing AP curriculum.

September 20, 2020

Annual Plan for Special Needs, Section 504, and EL Students

I. Students With Special Needs

A. Program Description

In addressing program effectiveness and educational benefit for students with special needs receiving special education services at Pacific Collegiate School (PCS), educators ascribe to fundamental measurement practices of student outcome, as outlined by the California Department of Education.

As students progress through the referral to assessment processes, as outlined within the PCS charter document, and are determined to meet Special Education eligibility criteria due to identified unique needs, measurable goals are developed through the Individual Education Plan (IEP) process. These goals are designed specifically to address the unique learning needs of the student as expressed through the assessment results and are paired with the appropriate supportive services. Services are then planned to support progress in all goals developed and in the general curriculum. In addition, such services are designed so that students are able to participate in extracurricular/non-academic activities and be educated with peers both with and without disabilities. With each review period (i.e., grading periods, Annual and Triennial IEP reviews), the special needs student's progress is assessed relative to overall academic progress and needed accommodations, and program adjustments are made accordingly.

In determining educational benefit, PCS also operates under the l982 *Rowley* decision. Through special education instruction, PCS guarantees no specific outcome for an individual student, but the instruction must approximate grade level standards and provide educational benefit for that student under the provision of 'Free Appropriate Public Education' (FAPE).

In reasonably calculating the educational benefit for the identified student once the defined special education service(s) are implemented, assessment of benefit is made through a range of practices/measures. Consideration is given to the student:

- Achieving passing grades (C- or above),
- Advancing from grade to grade,
- Meeting goals defined within the IEP,
- Improving scores on district and statewide assessments,
- Graduating with a diploma.

Confounding factors also taken into consideration include the student's individual needs, ability level, and overall potential. For each student, however, the IEP Team must consider educational benefits on a case-by-case basis. Through practice and procedures, adjustments are made accordingly for each student. In various instances, alternative steps taken by the IEP Team in assisting the student to achieve educational benefit have included:

- Re-addressing student goals,
- Providing teachers with updated Student Profile Sheets, which defines the student's case manager, Sp. Ed. Provider(s), service(s), disability, manifestation of the disability, recommended accommodations, district/state testing accommodations, projected IEP meeting date,
- Providing on-going collaboration between the special educator and general educator in monitoring student progress and implementing defined accommodations,
- Having student attend subject level support sessions after school,
- Having student meet with the core teacher(s) during Tutorial Periods and office hours for individual support and tutoring,
- Implementing various accommodations within the general class environment, such as, but not limited to, preferential setting, using computerized technology and supplemental materials, YouTube as well as CDs and DVDs to supplement core text, extended time on tests and projects, test retakes, oral testing flexible testing environments, etc.,
- Having student complete study packets for core subjects,
- Having student use differentiated learning texts, workbooks, and tests,
- Having student retake a failed class,
- Allowing the opportunity for student to retake a failed class through another institution or on-line program, per parent choice,
- Giving students the option of taking American Sign Language in meeting the 3-year Foreign Language requirement,
- Providing instruction in and allowing student to utilize computer technology and software programs,
- Placing the student on an Academic Contract for extended learning during summer months,

- Considering a non-AP course designation for the student but continuing the exposure to the same course content with an adjusted grading criteria,
- Counseling with students and parents in reviewing the course of study and following transition practices, if such direction is taken,
- Increasing Special Education service time for the student,
- Reassessing needs of the student, and if qualifying, considering additional Special Education services.

B. Current Status

As is somewhat common at the beginning of a new school year, there was some movement of students, who were deemed eligible for services through various Special Education Programs: Resource Specialist, Workability (Secondary Transition), Speech and Language, and Deaf/Hard of Hearing. Three students with IEP graduated from PCS in 2020. One is attending a four year university and two are attending a local community college with plans to transfer to University in the future. One student disenrolled to attend a private military academy and one disenrolled to attend a less rigorous charter in our county. We welcomed five new students with IEPs this year in 7th, 9th and 11th grade.

Our SPED team is working diligently to "catch up" with meetings and evaluations delayed due to distance learning restrictions. We were able to complete two initial evaluations of students who were enrolled in our Directed Studies program. We are completing one additional initial evaluation per parent request at this time as the student has recent standardized test scores from an outside source which is appropriate to consider at this time. Our evaluation team will consider these test scores and add our evaluative measures as are appropriate in this unique case.

PCS currently has 25 students with IEPs for the 2020-21 school year. Additionally we have one pending initial evaluation in progress, and another evaluation we hope to initiate as soon as restrictions are lifted, though that student is currently receiving extensive support from our ELD Coordinator.

- As a means of protecting student privacy since the total special education student population is small, data is shared with the IEP team for each individual student, not by group data calculated by grade or age.

- As a means of protecting student privacy since the total special education student population is small, PCS does not receive mean scale scores nor the percentage scoring 'Standard Met' and above on CAASPP Test results from CDE. However, through the IEP process, such student data is monitored and reported in the student's

Annual and Triennial IEPs with the student's individual needs, ability level, and overall potential taken into consideration.

- Currently, all seniors are on track to earn a diploma.

- To date, all but one student who have received Special Education services through PCS have graduated with a diploma. All students, however, have entered a post-secondary institution of learning. Through Workability Services, PCS tracks such data for all graduates for the first year after graduation from high school.

II. Section 504 Students

A. Program Description

When a student demonstrates an objectively identified physical or mental impairment, which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment, PCS adheres to the provisions within Section 504 of the Rehabilitation Act of 1973 in addressing learning needs. The Section 504 Team assesses the educational impact and actions needed such that the student has meaningful access to learning within the general curriculum. This group of persons, each of whom is knowledgeable about the student and has an understanding of the evaluation data and placement options, meets and creates an accommodation plan. Typical education accommodations are addressed with responsibilities outlined for the student, parent and educational staff, alike. All Section 504 Team participants and current-year teachers receive a copy of the student's Section 504 Plan.

As with other special needs populations, reasonable calculation of the educational benefit is determined/ reviewed annually once accommodations have been implemented, and there is an assurance of the delivery of a Free Appropriate Public Education. Measures applied in assessing educational benefit for the student include:

- Achieved passing grades (C- or above),
- Advanced from grade to grade,
- Benefitted from accommodations defined within the 504 Plan,
- Improved scores on district and statewide assessments,
- Graduated with a diploma.

The individualized Section 504 Plan is reviewed annually by the 504 Team and is continued until it is determined that the student can progress without the needed accommodations or the student transfers to another institution or graduates.

B. Current Status

PCS is currently serving a total of 28 students with Section 504 Plans. Of these 28 students, 21 are returning students, 5 entered PCS with active Section 504 Plans, and 1 PCS student

was assessed and found eligible for Section 504 Plan accommodations. One student was made eligible for Special Education services so ended their 504 plan and began an IEP at the beginning of this school year. In making reasonable calculations toward educational benefit for the identified students, collective statements can be made relative to the group of 28 PCS students with 504 Plans this fall:

- As a means of protecting student privacy, and since the total student population with Section 504 plans is small, data is shared with the 504 Team for each individual student, not by group data calculated for grade or age.

- As a means of protecting student privacy since the total Section 504 student population is relatively small, PCS does not receive mean scale scores nor the percentage scoring 'Standard Met' and above on CAASPP Test results from CDE. However, through the 504 Team process, individual student data is monitored regularly and reviewed annually, taking into consideration the student's individual needs, ability level, and overall potential.

- Currently, all students with a Section 504 Plan are on track to earn a PCS diploma.

III. English Learners

A. Program Description

In accordance with Title VI of the Civil Rights Act of 1964, students who are English Learners are given appropriate support, effective resources, and academic-based evaluation to ensure success. Potential English Learners are administered the English Language Proficiency Assessments for California (ELPAC) Initial Assessment within 30 days of initial enrollment. Students who have been previously identified as English Language Learners are administered the ELPAC Summative Assessment annually in the spring until they are reclassified as fluent English proficient (RFEP). RFEP students are monitored at every six-week grading period for four years following their classification date and given academic support on an as-needed basis. EL students receive English Language Development (ELD) instruction and academic support services until they are reclassified according to PCS's reclassification policy.

The PCS Reclassification Policy aligns with the California Department of Education's Reclassification Guidance for 2019-20; it includes one state criterion (an Overall Score of 4 on the ELPAC), and three local criteria. The local criteria are: (1) English/Language Arts Proficiency comparable to that of their English-speaking peers, as demonstrated by the California Assessment of Student Performance and Progress (CAASPP) *or* a score of at least 3 on an English or History Advanced Placement Exam *or* demonstrate proficiency on a calibrated grade-level writing sample (History Dept. DBQ; English Dept. Writing Assessment); (2) Teacher Evaluation, including, but not limited to a semester grade of a C or better in English,

History, and Science; (3) Parent Opinion and Consultation. Only students who meet all four criteria are reclassified.

A student who qualifies for EL services is provided direct and integrated instruction/support by (an) English-language authorized staff member(s) within the general education environment and in designated settings. For all EL students, the Designated ELD instruction provided is to students in a small group, aligned with the California English Language Development Standards, and guided by formal and informal assessment findings. During 2020-21 EL students have been placed into classes co-taught by ELA and ELD teachers. In addition, EL students will receive a minimum of 60 minutes per week of additional synchronous Designated ELD instruction via distance learning. The EL Coordinator also provides individualized tutoring to support the success of ELs in their content area classes. Content-area teachers utilize integrated ELD strategies to help ELs access course content.When appropriate to support the work of Emerging English Learners, students are provided with texts and materials in their primary language. Students who qualify for Special Education, and who are also designated as EL, receive specialized academic instruction through the Special Education Department while participating in the general education curriculum course for core academic studies, in the general education environment and in designated settings. These dual-diagnosed students have linguistic goals defined within their IEPs, in addition to the goals that address other identified special needs. Instructional programs and materials for EL students include Vocabulary Workshop series, abridged novels, differentiated core curriculum, and Writers' Workshop.

Instructional focus for ELs in Designated ELD is aligned with and based on English Language Development Standards: Interacting in Meaningful Ways, How English Works, and Using Foundational Literary Skills. As EL students move through the ELD Level Proficiency Continuum (Emerging, Expanding, Bridging), supports are adjusted accordingly.

B. Current Status

For the 2020-21 school year, PCS has five English Learners and four Reclassified English Fluent Proficient (RFEP) students who are still within the four-year monitoring window. Three ELs are eighth graders; two are seventh graders. There are two eighth grade and two seventh grade RFEP students within the monitoring window. Two RFEPs exited the monitoring program in September 2020 because they reached the end of their monitoring period and demonstrated academic proficiency in all content areas with no additional support. . The EL students receive standards-based Designated ELD instruction (as described above) for sixty minutes a week. They also receive at least sixty minutes of academic tutoring and homework help per week. Both the academic tutoring and after-school homework support is available to RFEP students who demonstrate a need in any core subject area.

IV. COVID-19 Response and Student Supports

In response to public health concerns, PCS has been providing educational services via distance learning during the 2020-2021 school year. PCS is currently working with our

Board of Directors and legal counsel to outline a plan for providing targeted support, intervention, and federally mandated evaluation to our most vulnerable learners (e.g. students with IEPs or 504 plans, English Learners, and other students identified by Student Study Team as needing additional isupport) via small on-site cohorts.
Since the beginning of the 2020-2021 school year, PCS has provided substantive synchronous and asynchronous instruction to all students (see bell schedule and rotation schedule). This schedule provides all PCS students with at least 915 minutes of synchronous instruction, 150 minutes of tutorial support, and 125 minutes of asynchronous learning per week.

In addition, PCS is providing the following targeted instruction and support:

- English Learners
    - 90 minutes of synchronous, direct English Language Development. instruction per week (two 45 minute classes via Zoom) with certificated ELD Teacher.
    - ELD support in English Language Arts classes, co-taught by certificated ELD and ELA teachers (three 70 minute and two 45 minute classes via Zoom per week).
    - Integrated ELD in all subject areas, supported by EL Coordinator
    - After school support for asynchronous work.

- Students with IEPs
    - 360 minutes of synchronous support and instruction in Directed Studies class (every other week, see rotation schedule).
    - A minimum of 40 minutes of synchronous after-school support per week during "off rotation" (when Directed Studies class is not in student's class rotation), provided by Special Education teachers and paraprofessionals (via Zoom).
    - Additional synchronous support, available to all students with IEPs before and after school and provided by Special Education teachers and paraprofessionals (via Zoom).

PCS continues to provide necessary accommodation and support for students with IEPs and 504 plans, and to carefully monitor student progress toward learning goals.

PCS staff associated with the compilation of data and writing of this document:

- *Maria Reitano, Head of School*
- *Carrie Moyer, Director of Special Education and School Psychologist*
- *Todd Harrison, Vice Principal/Dean of Students and Section 504 Coordinator*
- *Lauren Friend, Faculty Dean*
- *Caitlin Spohrer, EL Coordinator and ELD Teacher*
- *Linda Dennis, Special Education Teacher*
- *David Ramos-Beban, Special Education Teacher*

Chapter V: School-wide Action Plan

Critical Learner Need 1: Develop PCS' new school site in a manner that is consistent with the school's Charter.

Rationale

After sixteen years of leasing temporary space including ten years at the current site, Pacific Collegiate School's move to a new building site is a major event in the school's history. The move presents many great opportunities. This will be the first time the school has occupied a space with a sense of permanence and ownership. In contrast to the first two locations, the new building has been specifically designed to fit PCS' educational program. Additionally, as a major remodel, we have the opportunity to move into a space that is modernized both for technology and comfort and safety.

There are many challenges associated with the new location, aside from the logistics of moving a 500 student school and all of the associated infrastructure. As we look closely at the core statements of our Charter, it will be important to ensure that our facility provides the opportunities to continue and enhance the things that make PCS unique. In particular, we need to develop a plan to have the facilities to support the Visual and Performing Arts, provide opportunities for students to engage through current technology, provide opportunities to engage in advanced and sometimes non-classroom-based educational experiences, and have open spaces for students to be active and socialize. In many ways the new building represents a significant upgrade, and in others there are gaps that need to be addressed.

School-wide Learner Outcomes Addressed

School-wide Learner Outcome 2

PCS Graduates are well-educated in the visual and performing arts.

School-wide Learner Outcome 3

PCS Graduates are technologically literate and prepared for life in the 21st Century

Action Item 1: Complete renovations and relocation to allow PCS students to begin using the new building by the end of the 2016 academic year.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Complete renovations of the building	Administration Governing Board	Deadlines established with contractors City inpsections	August 2015	City approval to occupy the building
Move furniture, equipment and resources from existing location to the new site	Administration Faculty/Staff	Contract established with moving vendor	August 2015	Beginning of occupancy
Unpack and setup new building for use by students	Administration Faculty/Staff Students Families	Dates set for adequate time between move and occupancy	August 2015	Facility ready for student use
Begin classes and utilize the new facility	Administration Faculty/Staff Students Families	Classes begin at new site	August 2015	Students occupy and utilize new facility for classes

Action Item 2: Develop new facility that supports and advance the Mission and tradition of a strong, rich and varied visual and performing arts program for PCS students.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish dedicated traditional and digital visual arts studios/classroom spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated visual arts exhibition spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated performance classroom spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated rehearsal and performance spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Identify and locate facilities Secure funding and resources	2016 to 2017	Report to Governing Board Governing Board Approval Students utilize facilities

Action Item 3: Create necessary computer and science labs to fully integrate 21st century technology into the school's curriculum.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish dedicated classroom space for engineering classes	Administration Math Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated classroom space for computer science classes	Administration Math Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated lab space for science classes.	Administration Science Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities

Action Item 4: Develop opportunities for students to interact with and learn from the natural resources of the school's new location.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Provide resources, space, and opportunities for students to get exercise and physical activity during the school day	Administration Faculty/Staff	Investigate opportunities for students to use the the new location's and neighborhood's resources for exercise and physical activity	2015 to 2016 ongoing	Develop curricular and co-curricular programs for exercise and physical activity
Provide resources, space, and opportunities for students to engage with, study and learn from the environment	Administration Faculty/Staff	Investigate opportunities for students to use the resources of Natural Bridges State Park during classes such as AP Environmental Science, AP Biology, Visual Arts and others	2015 to 2016 ongoing	Develop curriculum that includes use of local natural resources

Critical Learner Need 2: Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.

Rationale

A question that continues to surface at PCS among Faculty and Staff is, "How do we know that we are doing what we say we are doing?" The national rankings we have enjoyed and the data presented in Chapter 1 demonstrate success and achievement, but we continue to ask ourselves whether these measures truly demonstrate success at fulfilling our Mission. A process like the WASC self-study is one of the opportunities that we have to try to understand how we define and measure our success. The fourth goal of our previous self-study was to "Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university." While we are confident that we are succeeding at this goal, and our students are indeed graduating prepared for college and succeeding once they get to college, we would like to be better able to measure this success. Therefore, we have retained this goal as our second Critical Learner Need and have updated the action items within the goal to better allow us to measure student progress toward college acceptance, readiness, and success once they have matriculated.

School-wide Learner Outcomes Addressed

School-wide Learner Outcome 1

PCS Graduates are prepared to enter and thrive at the world's finest colleges and universities

Action Item 1: Provide a consistent level of academic support to students in all grades

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Align support and academic/college counseling for students from grades 7 to 12, particularly addressing the gap in support for grades 9 to 11.	Administration Leadership Team College Counselor Academic Support Specialist	Develop a written plan defining the school's counseling continuum	2015 to 2016	Report to Governing Board Update Student Handbook Update Curriculum Guide
Evaluate the need and feasibility of creating a new position of academic counselor for grades 9 to 11.	Administration Leadership Team College Counselor Academic Support Specialist	Create a report assessing the need, role, and economic feasibility of creating a new counselor position.	2016 to 2017	Report to Governing Board Approval of the Governing Board
Research and implement ways in which student support can be more effectively incorporated into the Advisory Program	Administration Challenge Success Committee Advisory Leads Faculty	Develop updated Advisory Curriculum	2015 to 2016 ongoing	Introduce new curriculum to Faculty Implement new curriculum
Continue efforts to refine message to current and prospective students about the school's expectation of students with relation to the PCS Mission	Administration, Strategic Planning Committee Challenge Success Committee Faculty	Update PCS Information Day presentations Update PCS website content	2015 to 2016 ongoing	Informational presentations for prospective families Website content for current and prospective students

Action Item 2: Increase academic support to First-to-College (FTC) students

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish baseline metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Administration Outreach Coordinator Diversity Committee Faculty	Creation of a template for data collection	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Survey parents of FTC students annually to determine effectiveness of systems and support	Administration Outreach Coordinator Diversity Committee	Create survey Compile data	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Analyze metrics and survey results and make adjustments to provide appropriate support for FTC Students	Administration Outreach Coordinator Diversity Committee Faculty	FTC support plan	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration

Action Item 3: Develop a process for curricular review that supports preparing students to enter and succeed at their chosen universities.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. *As per WASC **Area of Growth #1**, explore ways broaden the choices of the five required Advanced Placement classes required for graduation. *As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.	Administration Faculty Board Parents Students	Alignment document	2015 to 2020	Charter renewal document, strategic plan and WASC report
Task curricular review process with the goal of creating consistent levels of challenge from grades 7 to 12	Administration Leadership Team Departments	Alignment document	2015 to 2016	Departments report to Leadership Team
Align curriculum to Common Core and Next Generation standards. *As per **WASC Area of Growth #4**, Integrate Common Core Standards into the curriculum as	Administration Leadership Team Departments	Alignment documents	2015 to 2016 ongoing	Departments report to Leadership Team

they become available.				
Investigate opportunities for students to expand non-classroom based educational opportunities. *As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.	Administration Strategic Planning Committee	Develop updates to curriculum or co-curricular activities	2015 to 2016 ongoing	Administration reports to Faculty

Action Item 4: Develop a system to track and gather comprehensive data that more effectively measures graduates' progress during post-PCS academic careers

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Maintain alumni database and connections between alumni and PCS	Alumni Coordinator Administration Faculty	Annual updates to the alumni database	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board
Institutionalize and improve the alumni survey	Alumni Coordinator Administration Faculty	Evaluate bi-annual participation rates	2015 to 2016 ongoing	Alumni Coordinator gives bi-annual report Governing Board
Analyze results of alumni survey bi-annually and use data to develop an action plan for curricular review and strategic planning	Alumni Coordinator Administration Faculty	Evaluate bi-annual survey responses	2015 to 2016 ongoing	Alumni Coordinator gives bi-annual report Governing Board
Compile data about alumni college attendance, persistence, and completion	Alumni Coordinator Administration	Evaluate annual survey data	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board
Leverage school's investment alumni coordinator to enhance opportunities (online and in-person) for alumni to regularly return to PCS to help current students make informed decisions about college and career.	Alumni Coordinator Administration Faculty/Staff	Evaluate participation and feedback	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board

Areas of Growth

At the conclusion of the April 2015 visit, the WASC Visiting Committee identified four Areas of Growth for PCS. They have been added to the PCS Action Plan.

Area of Growth #1: Acknowledging the boundaries of the charter, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation.

This Area of Growth has been added to the PCS Action Plan under CLN Two, Action Item Three, First Task.

First Task: Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. As per **WASC Area of Growth #1**, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

See pages 167 to 168

Area of Growth #2: Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

This Area of Growth has been added to the PCS Action Plan under CLN Two, Action Item Three, First and Fourth Tasks.

First Task: Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. As per **WASC Area of Growth #1**, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

Fourth Task: Investigate opportunities for students to expand non-classroom based educational opportunities. As per WASC **Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

See pages 167 to 168

Area of Growth #3: Evaluate more effective ways to assess student and parent opinions of PCS.

This Area of Growth has been added to the PCS Action Plan as new Action Item.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Develop and implement a school communication plan for students, faculty and parents, as per defined by the Strategic Plan.	Administration Faculty Strategic Planning Committee	Strategic Plan interim reports	Due end of 2016 school year	Administration reports to parents and students

Area of Growth #4: Integrate Common Core Standards into the curriculum as they become available.

This Area of Growth has been further emphasized in the PCS Action Plan under CLN Two, Action Item Three, Third Task.

Third Task: Align curriculum to Common Core and Next Generation standards. As per **WASC Area of Growth #4**, Integrate Common Core Standards into the curriculum as they become available.

See pages 167 to 168

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [ ] **Action** [X] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: COVID-19 and School Expansion of In-Person Services Update

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BACKGROUND

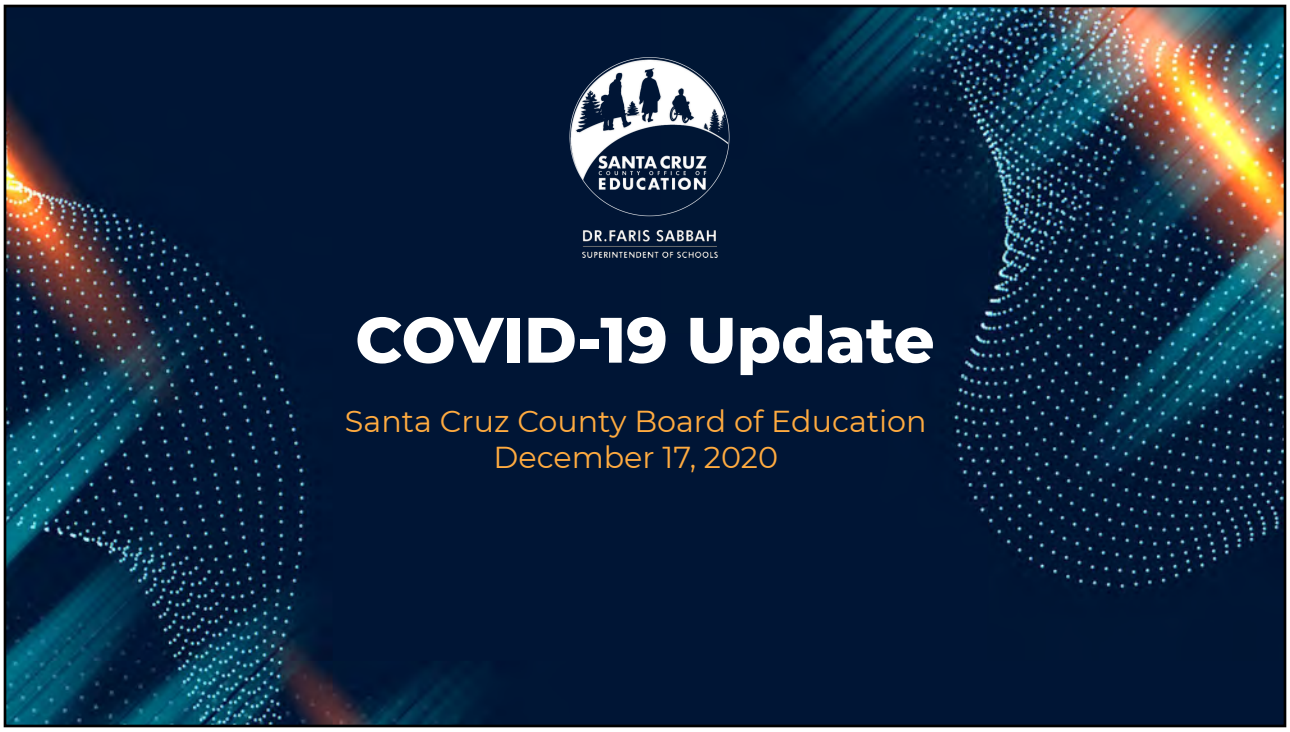
Santa Cruz County Office of Education has been working in collaboration with the Santa Cruz County Health Services agency and school districts to prepare for and respond to the outbreak of COVID-19 in our community. The Board will receive an update on the ways in which the Santa Cruz County Office of Education has been working to respond to the COVID-19 crisis.

SUPERINTENDENT'S RECOMMENDATION:

Receive report.

FISCAL IMPLICATIONS:

Detailed within report.



COVID-19 Update

- Timeline
- CalOSHA Standards / AB685
- Testing / Vaccine Update
- Plans to increase in-person services
- CDC Levels of Risk
- Preparations for a Debri Flow incident

How we got here

- Distance Learning since March 13
- **Aug. 28** - Blueprint for a Safer Economy
- **Sept. 22** Private schools opened
- **Nov. 2** - Announced plans to increase small groups for Public Schools to go Hybrid in Jan.
- **Nov. 13** - Travel Advisory
- **Nov. 16** - Governor put us in purple
- **Nov. 30** - Many public schools begin offering in person services
- **Nov. 30** - CalOSHA Releases Emergency Standards
- **Dec. 4** - Governor announces Stay at Home Order
- **Dec. 14** - Stay at home order expected to be applied to Santa Cruz County
- **Jan. 1 -** AB685 To go into effect

New CalOSHA Emergency Standards, AB685

- CalOSHA Standards in effect Nov. 30, AB685 in Effect Jan. 1
- Employer Responsibilities for Exposed Workplaces
- Testing, Communication
- Each School will need to have a COVID Prevention Plan
- We are supporting schools to develop protocols be in compliance
-

Testing / Vaccine Update

- Over 1300 people tested in our Surveillance
- PVUSD location now open
- Vaccines now available to front line medical staff
- Advocating to prioritize school staff

In Person Services

- Many private schools transitioned to distance learning between Thanksgiving and Winter breaks
- Many public schools are implementing small groups of in person services
- School currently have the choice to open in Hybrid after 2 weeks in the red
- AB10 Could require schools to offer Hybrid after 2 weeks in the red tier

CDC Levels of Risk

Lowest risk:
- Students & teachers engage in virtual-only classes, activities, & events

Some risk:
- Hybrid Learning Model: Some students participate in virtual learning & other students participate in in-person learning
- Small, in-person classes, activities, & events
- Cohorting, alternating schedules, & staggered schedules are applied rigorously
- No mixing of groups of students & teachers throughout/across school days
- Students & teachers do not share objects
- All follow all steps to protect themselves & others including proper use of face masks, social distancing, hand hygiene
- Regularly scheduled cleaning & disinfection of frequently touched areas implemented with fidelity

Medium risk:
- Hybrid Learning Model: Most students participate in in-person learning, some students participate in virtual learning
- Larger in-person classes, activities, & events
- Cohorting, alternating schedules, & staggered schedules are applied with some exceptions
- Some mixing of groups of students & teachers throughout/across school days
- Students & teachers minimally share objects
- All follow all steps to protect themselves & others such as proper use of face masks, social distancing, hand hygiene
- Regularly scheduled cleaning & disinfection of frequently touched areas largely implemented with fidelity

Higher risk:
- Students & teachers engage in in-person only learning, activities, & events
- Students minimally mix between classes & activities
- Students & teachers share some objects
- Students, teachers, & staff follow some steps to protect themselves & others at all times such as proper use of face masks, social distancing, hand hygiene
- Irregular cleaning & disinfection of frequently touched areas

Highest risk:
- Students & teachers engage in in-person only learning, activities, & events
- Students mix freely between classes & activities
- Students & teachers freely share objects
- Students, teachers, & staff do not/are not required to follow steps to protect themselves & others such as proper use of face masks, social distancing, hand hygiene
- Irregular cleaning & disinfection of frequently touched areas

Debri Flow

- COE Is working to prepare for a Debri Flow Incident
- Debri Flow incident could be deadly, especially if people don't evacuate
- If an incident occurs
  - Emergency Operations Center activation
  - 3 schools set up as temp evacuation sites;
  - our role will focus on the school shelter sites
  - Possible activation of Disaster Service Workers

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Approval of 2021-2022 Budget Calendar.

BACKGROUND

The Board will be asked to approve the 2021-2022 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by administration.

SUPERINTENDENT'S RECOMMENDATION:

Approve 2021-2022 Budget Calendar.

FISCAL IMPLICATIONS:

Detailed herein.

SANTA CRUZ COUNTY OFFICE OF EDUCATION

BUDGET DEVELOPMENT PROCESS AND TIMELINE

Single Budget Adoption

2021-22

GOAL: Develop an operating Budget that meets the goals and service priorities of the Santa Cruz County Office of Education and align with the Local Control Accountability Plan (LCAP)

	OBJECTIVIES	ACTIVITIES/PROCEDURES		DATE	RESPONSIBILITY
1.0	Prepare preliminary 2021-22 income projections	1.1	Identify preliminary income estimates	3rd week In January	Deputy Supt. Business
2.0	Gather and evaluate Budget input	2.1	Cabinet/management discussion of major changes/ programs anticipated to be proposed	2nd week in February	Superintendent/ Cabinet
		2.2	Distribute program Budget instructions and forms to department directors/ managers	3rd week in February	Deputy Supt. Business
		2.3	Review and confirm preliminary Budget and personnel requests with HR & Deputy Supt. Business	4th week in February	Directors/HR Program Mgrs
		2.4	Review Budget and personnel requests in Cabinet	4th week in February	Deputy Supt. Business
		2.5	Cabinet review of personnel status/changes	4th week in February	Superintendent/ Cabinet
		2.6	Review preliminary program Budgets with Deputy Supt. Business	1st week in March	Directors & Program Mgrs
		2.7	Refine program Budget and review with Managers	March - April	Directors & Program Mgrs
		2.8	Prepare preliminary Budget summary documents.	2nd week of April	Deputy Supt. Business
3.0	Review and adopt LCAP & final Budget	3.1	Schedule board Ad-Hoc study session(s) as necessary	Early May	Board of Education
		3.2	Report on status of LCAP and preliminary Budget to Board	May Board Meeting	Program Mgrs & Deputy Supt. Business
		3.3	Update preliminary Budget as necessary, to reflect personnel, programmatic, fiscal changes, if any.	Ongoing	Deputy Supt. Business

LR:ml
12/14/2020

		3.4	Publish legal notice of public hearing on final Budget (min. 10 days before hearing).	3rd week in May	Deputy Supt. Business
		3.5	Hold public hearing on LCAP and Proposed Budget (additional June meeting needed for Public Hearing)	1st meeting in June	Board of Education
		3.6	Adopt LCAP and final Budget	2nd meeting in June	Board of Education
		3.7	Submit final Budget to State	no later than July 1	Deputy Supt. Business
4.0	Ongoing Review of Budget	4.1	Update final Budget to reflect end-of-year status and final income estimates, if necessary.	Within 45 days after State Budget	Deputy Supt. Business

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Ballot for CSBA Election for Region Delegates and CCBE Board of Directors in Region 9-A

BACKGROUND

Nominations are being accepted until Thursday, January 7 2021 for election to the California School Boards Association's Delegate Assembly. Delegates with terms that end in 2021 are up for election. Delegates elected in 2021 will serve a two year term beginning April 1, 2021 through March 31, 2023. The Board will consider approving the proposed ballot nominiating Rose Filicetti for CSBA Region 9-A Delegate.

SUPERINTENDENT'S RECOMMENDATION:

Approve ballot.

FISCAL IMPLICATIONS:

None.

October 29, 2020

TIME SENSITIVE - REQUIRES BOARD ACTION
DEADLINE: Thursday, January 7, 2021

MEMORANDUM

To: CSBA Member County Boards of Education in Odd-Numbered Regions
From: Xilonin Cruz-Gonzalez, President
Re: Elected CSBA Regional County Delegate & CCBE Board of Directors Call for Nominations in Regions 1, 3, 5, 7, 9, and 11

Nominations are being accepted until **Thursday, January 7, 2021** for election to the California School Boards Association's Delegate Assembly. Delegates with terms that end in 2021 are up for election. Ballots for the Delegate Assembly election will be sent to each member board within the region or subregion by February 1, 2021. Delegates elected in 2021 will serve a two-year term beginning April 1, 2021 through March 31, 2023. There are two required Delegate Assembly meetings each year; in 2021, the dates are May 15-16 and November 30 - December 1.

In addition to serving on CSBA's Delegate Assembly, the regional county Delegates comprise the California County Boards of Education's (CCBE) Board of Directors. In accordance with CCBE's Bylaws, CCBE Directors are elected through CSBA's Regional County Delegate election process. A memo from CCBE President Janet Wohlgemuth is included.

Nomination instructions are as follows:

- Only CSBA member county boards of education may nominate a board member for the County Delegate seat in their region. For region number, see "CSBA REGION INDEX FOR DISTRICTS & COES" document.
- A nominee's county board must be a member of CSBA.
- Nominating county boards must obtain permission from the nominee prior to submitting a nomination.
- Nominees must submit a one-page, single-sided, biographical sketch form.
- Nominees may submit an optional one-page, one-sided résumé.

Documents related to the nomination process are being provided online only. The forms, as well as information about the Delegate Assembly, may be downloaded from CSBA's website: www.csba.org/ElectiontoDA.

The deadline for nomination materials is **11:59 p.m. on Thursday, January 7, 2021.** Materials can be sent via email to **nominations@csba.org.** Nomination materials may also be sent via mail, to the CSBA Executive Office, 3251 Beacon Blvd., West Sacramento, CA 95961, with a postmark of no later than January 7, 2021.

October 26, 2020

MEMORANDUM

TO: CCBE and CSBA Member County Boards of Education

FROM: Janet Wohlgemuth, CCBE President

SUBJECT: 2021 County CCBE Board of Directors/ CSBA Delegate Assembly Nominations

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Enclosed is the nomination material for election of CCBE Board of Directors from your region. Each CCBE-elected Director also acts as a representative to the CSBA Delegate Assembly.

CCBE is a statewide organization that is a section of CSBA and partners with it in providing educational leadership serving the unique needs of all county boards of education in California. Through advocacy, training, mentoring, marketing and communications, CCBE's mission is to serve and represent the county boards of education community by strengthening and promoting local governance, and enabling county boards to help every student succeed. It is the dynamic network of members dedicated to maximizing education opportunities for all.

CCBE Directors establish the vision, mission, and goals for CCBE, and ensure that activities and programs remain focused on those goals and the issues identified in CCBE's policies. The CCBE Directors serves an organization that is dedicated to advancing equity and knowledge in the education community, by being engaged and tenacious champions for education. Each board member, also referred to as Regional Director, represents all county board members in their CCBE region and sits on the CSBA Delegate Assembly. As such, individuals who are committed and involved in providing educational leadership are needed to fill this important role.

For CCBE, the Directors' roles and responsibilities include:

- Adopt CCBE's budget, policy platform, bylaws and standing rules;
- Act as the conduit for communication between CCBE and county board members;
- Aid county board members in two-way communications with their local school districts;
- Select and endorse a candidate for the CSBA Director-at-Large, County position;
- Support and participate in CCBE's and CSBA's activities and events.

Directors are required to attend at least three CCBE Board of Directors meetings each year. In 2021, the first meeting is scheduled on May 16th following CSBA's Delegate Assembly meeting, the second meeting will precede CCBE's Annual Conference on September 10th, and the third meeting is scheduled on December 2nd following CSBA's Delegate meeting. Each Director is also required to attend all CSBA Delegates Assembly meetings,

For further information about CCBE, please go to www.theccbe.org or contact CCBE staff, at ccbe@csba.org. Thank you.

Regional County Delegate & CCBE Board of Directors Nomination Form for 2021 Election

TO BE COMPLETED BY THE NOMINATING BOARD

Deadline: Thursday, January 7, 2021 | No late submissions accepted

This form is required. Please submit this Nomination Form via e-mail to nominations@csba.org no later than 11:59 p.m. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2021. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

CSBA Region/subregion # 9

See "CSBA REGION INDEX FOR DISTRICTS & COES"

The Board of Education of the Santa Cruz County Office of Education
(*Nominating COE or County USD)*

voted to nominate Rose Filicetti. **The nominee is a member of the**
(*Nominee)*

Santa Cruz County Board of Education **which is a member of the**
(*Nominee's Board)*

California School Boards Association and the California County Boards of Education (CCBE).

☑ **The nominee has consented to the nomination to serve, if elected, as a CSBA Delegate as well as a member of the CCBE Board of Directors.**

Dec. 17, 2020

Board Clerk or Board Secretary (signature) *Date*

Dr. Faris Sabbah

Board Clerk or Board Secretary (print name)

ONLY ONE NOMINEE PER NOMINATION FORM

Regional County Delegate & CCBE Board of Directors Biographical Sketch Form for 2021 Election

Deadline: Thursday, January 7, 2021 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org no later later than 11:59 p.m. on January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2021.

Your signature indicates your consent to have your name placed on the ballot to serve as a CSBA Delegate and as a member of the California County Boards of Education (CCBE) Board of Directors, if elected.

Signature: _____ **Date:** 12/10/20

Name: Rose Filicetti **CSBA Region & subregion #:** 9-A

District or COE: Santa Cruz County Office of Education **Years on board:** 3 of 13 total

Profession: Nonprofit Exec. Director **Contact Number (☒ Cell ☐ Home ☐ Bus.):** 650-906-3508

Primary E-mail: rfilicetti@santacruzcoe.org

Are you an incumbent Delegate? ☑Yes ☐No **If yes, year you became Delegate:** 2019*

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

For almost 30 years, I've served the educational community in my district, region, and state in the management and governance of K-12 educational organizations. I joined the Santa Cruz County BOE in 2017 after serving 10 years on a K-8 District Board (3 Terms as President). During that time, I served 6 years* on Delegate Assembly and as a Governmental Relations Chair for Region 20. I served 18 years as the Executive Director of the Santa Clara County School Boards Association (8 years as a member of the Executive Committee). I also served for 6 years on our County Committee on School District Organization (4 years as Chair). I am a Masters in Governance Graduate, 2001 and served on the CSBA Annual Conference Committee, 2002. I was appointed to Delegate Assembly and the CCBE Board in 2019 and will serve on the Nominating Committee for 2021. My interests are advocacy, professional board development, development of effective county/region associations, and better collaboration between CBOEs and partner Districts.

Please describe your activities and involvement on your local board, community, and/or CSBA.

As current Vice President and a County Board Member, I serve on the Agenda, Policy, Community Outreach and Legislative Committees and the Santa Cruz County School Boards Association. As a member of the CCBE Board of Directors, I represent four County Boards of Education. I attend all of the BOD Meetings and the Annual CCBE Conferences and will serve on the 2021 Nominating Committee. I also represent Santa Cruz County (9-A) for Delegate Assembly. I attend Annual CSBA Conferences with particular interest in issues and policies related to CBOEs, such as Alternative Education and CTE. I regularly attend District School Board meetings in my Trustee Area 4 and served one of the Elementary District's Bond Oversight Committee. As a volunteer, I am a Founding Board Member and past Treasurer of Digital NEST, a high-tech training and workforce development nonprofit for underserved young people in Santa Cruz, Monterey – and soon – Santa Clara Counties.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge has always been protecting and funding a free, equitable, quality public education for all students in CA. This year and in the near future, this challenge will be compounded by the impacts of COVID – first, providing equitable digital access and training, supplemental materials, social/emotional support – and sometimes basic food and housing security – for students and staff. The second challenge will be to safely reopen our schools and funding all of the health and safety measures to do so. On the Central Coast, we also have to deal with devastating wildfires. As members of CSBA, our collective strengths are strong, vocal advocacy and building collaborative relationships with funding sources – state, federal, corporate, and community. One way that CSBA can help to organize and amplify our message to the public and to our legislators is to complete hiring of all Public Affairs & Community Engagement Representatives (PACERS) for every region – we are the last.

Delegate Assembly
Important Dates

2021 Delegate Assembly Election

Thursday, January 7:	Deadline for Nomination Forms and Biographical Sketch Forms
Monday, February 1:	Ballots sent to member boards
Monday, March 15:	Deadline for ballots to be sent back to CSBA
By Wednesday, March 31:	Ballots will be counted
Thursday, April 1:	First day of new 2-year term for Delegates elected in 2021

2021 Delegate Assembly Meeting Dates

Saturday – Sunday, May 15 - 16
(scheduled to occur in Sacramento)

Tuesday – Wednesday, November 30 - December 1
(scheduled to occur in San Diego)

2022 Delegate Assembly Meeting Dates

Saturday – Sunday, May 21-22
(scheduled to occur in Sacramento)

Tuesday – Wednesday, November 29 - 30
(scheduled to occur in San Diego)

DELEGATE ASSEMBLY ROSTER with terms (Updated 10/28/2020)

◈ = District or COE appointment

REGION 1 – *4 Delegates (4 elected)*
Director: Frank Magarino (Del Norte County USD)

Subregion 1-A (Del Norte, Humboldt)
Donald McArthur (Del Norte County USD), 2021
Lisa Ollivier (Eureka City Schools), 2022
Subregion 1-B (Lake, Mendocino)
Tyler Nelson (Ukiah USD), 2022
Region 1 County
David Browning (Lake COE), 2021

REGION 2 – *4 Delegates (4 elected)*
Director: Sherry Crawford (Siskiyou COE)

Subregion 2-A (Modoc, Siskiyou, Trinity)
Gregg Gunkel (Siskiyou Union HSD), 2021
Subregion 2-B (Shasta)
Vacant, 2021
Subregion 2-C (Lassen, Plumas)
Vacant, 2022
Region 2 County
Brenda Duchi (Siskiyou COE), 2022

REGION 3 – *8 Delegates (8 elected)*
Director: A.C. (Tony) Ubalde (Vallejo City USD)

Subregion 3-A (Sonoma)
Jeremy Brott (Bennett Valley Union SD), 2022
Laurie Fong (Santa Rosa City Schools), 2021
Subregion 3-B (Napa)
Indira Lopez (Calistoga Joint USD), 2021
Subregion 3-C (Solano)
Diane Ferrucci (Benicia USD), 2021
David Isom (Fairfield-Suisun USD), 2021
Michael Silva (Vacaville USD), 2022
Subregion 3-D (Marin)
Greg Knell (San Rafael City Schools), 2022
Region 3 County
Gina Cuclis (Sonoma COE), 2021
Delegate-at-Large
Dana Dean (Solano COE)

REGION 4 – *8 Delegates (8 elected)*
Director: Paige Stauss (Roseville Joint Union HSD)

Subregion 4-A (Glenn, Tehama)
Vacant, 2022
Subregion 4-B (Butte)
Sandra Barnes (Oroville City ESD), 2021
Subregion 4-C (Colusa, Sutter, Yuba)
Talwinder Chetra (Live Oaks USD), 2022
Silvia Vaca (Williams USD), 2021
Subregion 4-D (Nevada, Placer, Sierra)
Julann Brown (Auburn Union ESD), 2021
Alisa Fong (Roseville City SD), 2021
Renee Nash (Eureka Union SD), 2022
Region 4 County
David Patterson (Placer COE), 2022
Delegate-at-Large
Mike Walsh (Butte COE)

REGION 5 – *10 Delegates (7 elected/3 appointed ◈)*
Director: Alisa MacAvoy (Redwood City ESD)

Subregion 5-A (San Francisco)
Jenny Lam (San Francisco County USD)◈, 2021
Rachel Norton (San Francisco County USD)◈, 2021
Vacant (San Francisco County USD)◈, 2022
Subregion 5-B (San Mateo)
Davina Drabkin (Burlingame ESD), 2021
Carrie Du Bois (Sequoia Union HSD), 2021
Eddie Flores (South San Francisco USD), 2022
Amy Koo (Belmont-Redwood Shores SD), 2022
Clayton Koo (Jefferson ESD), 2022
Gregory Land (San Mateo Union HSD), 2021
Region 5 County
Beverly Gerard (San Mateo COE), 2021

REGION 6 – *18 Delegates (11 elected/7 appointed ◈)*
Director: Darrel Woo (Sacramento City USD)

Subregion 6-A (Yolo)
Jackie Wong (Washington USD), 2022
Subregion 6-B (Sacramento)
Beth Albiani (Elk Grove USD)◈, 2021
Michael Baker (Twin Rivers USD)◈, 2021
Pam Costa (San Juan USD)◈, 2021
Craig DeLuz (Robla ESD), 2022
Basim Elkarra (Twin Rivers USD), 2021
John Gordon (Galt Joint Union ESD), 2021
Lisa Kaplan (Natomas USD), 2021
Mike McKibbin (San Juan USD)◈, 2022
JoAnne Reinking (Folsom-Cordova USD), 2022
Edward Short (Folsom-Cordova USD), 2021
Bobbie Singh-Allen (Elk Grove USD)◈, 2022
Vacant, 2021
Vacant (Sacramento City USD)◈, 2022
Vacant (Sacramento City USD)◈, 2021
Subregion 6-C (Alpine, El Dorado, Mono)
Misty diVittorio (Placerville Union ESD), 2022
Suzanna George (Rescue Union ESD), 2021
Region 6 County
Shelton Yip (Yolo COE), 2022

REGION 7 – *19 Delegates (14 elected/5 appointed ◈)*
Director: Yolanda Peña Mendrek (Liberty Union HSD)

Subregion 7-A (Contra Costa)
Elizabeth Bettis (Walnut Creek ESD), 2021
Rachel Hurd (San Ramon Valley USD)◈, 2022
Linda Mayo (Mt. Diablo USD)◈, 2021
Meredith Meade (Lafayette SD), 2021
Marina Ramos (John Swett USD), 2022

Mary Rocha (Antioch USD), 2022
Pauline Rivera Allred (Liberty Union HSD), 2022
Richard Severy (Moraga ESD), 2021
Subregion 7-B (Alameda)
James Aguilar (San Leandro USD), 2022
Linda Canlas (New Haven USD), 2021
Ann Crosbie (Fremont USD)◈, 2021
Jody London (Oakland USD)◈, 2021
Diana Prola (San Leandro USD), 2021
Monique Tate (San Leandro USD), 2022
Jeff Wang (New Haven USD), 2021
Anne White (Livermore Valley Joint USD), 2022
Jamie Yee (Pleasanton USD), 2021
Gary Yee (Oakland USD)◈, 2022
Region 7 County
Amber Childress (Alameda COE), 2021

REGION 8 – *14 Delegates (12 elected/2 appointed◈)*
Director: Matthew Balzarini (Lammersville Joint USD)

Subregion 8-A (San Joaquin)
Kathleen Garcia (Stockton USD)◈, 2021
Kathy Howe (Manteca USD), 2022
Cecilia Mendez (Stockton USD)◈, 2022
George Neely (Lodi USD), 2021
Christopher Oase (Ripon USD), 2021
Stephen Schluer (Manteca USD), 2022
Jenny Van De Pol (Lincoln USD), 2022
Subregion 8-B (Amador, Calaveras, Tuolumne)
Sherri Reusche (Calaveras USD), 2021
Subregion 8-C (Stanislaus)
Faye Lane (Ceres USD), 2022
Cynthia Lindsey (Sylvan Union ESD), 2021
Paul Wallace (Neman-Crows Landing USD), 2021
Subregion 8-D (Merced)
Adam Cox (Merced City ESD), 2021
Vacant, 2022
Region 8 County
Juliana Feriani (Tuolumne COE), 2022
Delegate-at-Large
Cindy Marks (Modesto City Schools)

REGION 9 – *8 Delegates (8 elected)*
Director: Tami Gunther (Atascadero USD)

Subregion 9-A (San Benito, Santa Cruz)
Phil Rodriquez (Soquel Union ESD), 2021
Roger Snyder (Scotts Valley USD), 2022
Deborah Tracy-Proulx (Santa Cruz City Schools), 2022
Subregion 9-B (Monterey)
Sonia Jaramillo (Gonzales USD), 2022
David Kong (Greenfield Union SD), 2021
Subregion 9-C (San Luis Obispo)
Mark Buchman (San Luis Coastal USD), 2022
Vicki Meagher (Lucia Mar USD), 2021
Region 9 County
Rose Filicetti (Santa Cruz COE), 2021
Delegate-at-Large
Chris Ungar (San Luis Coastal USD)

REGION 10 – *14 Delegates (10 elected/4 appointed◈)*
Director: Susan Markarian (Pacific Union ESD)

Subregion10-A (Madera, Mariposa)
Barbara Bigelow (Chawanakee USD), 2021
Subregion10-B (Fresno)
Daniel Babshoff (Kerman USD), 2021
Darrell Carter (Washington USD), 2022
Phillip Cervantes (Central USD), 2022
Gilbert Coelho (Firebaugh-Las Deltas USD), 2022
Valerie Davis (Fresno USD)◈, 2021
Susan Hatmaker (Clovis USD)◈, 2021
William Johnson (Clay Jt. ESD), 2021
Elizabeth Sandoval (Clovis USD)◈, 2022
Kathy Spate (Caruthers USD), 2021
Keshia Thomas (Fresno USD)◈, 2022
G. Brandon Vang (Sanger USD), 2021
Subregion10-C (Kings)
Mark Pescatore (Leemore Union ESD), 2022
Region 10 County
Marcy Masumoto (Fresno COE), 2022

REGION 11 – *9 Delegates (9 elected)*
Director: Jackie Moran (Ventura USD)

Subregion 11-A (Santa Barbara)
Wendy Sims-Moten (Santa Barbara USD), 2022
Luz Reyes-Martin (Goleta Union SD), 2021
Subregion 11-B (Ventura)
Darlene Bruno (Hueneme SD), 2022
Efrain Cazares (Oceanview SD), 2022
Debra Cordes (Oxnard SD), 2022
Jenny Fitzgerald (Conejo Valley USD), 2022
Sabrena Rodriguez (Ventura USD), 2021
Christina Urias (Santa Paula USD), 2021
Region 11 County
Rachel Ulrich (Ventura COE), 2021

REGION 12 – *13 Delegates (11 elected/2 appointed◈)*
Director: Bill Farris (Sierra Sands USD)

Subregion 12-A (Tulare)
Peter Lara (Porterville USD), 2022
Cathy Mederos (Tulare Joint Union HSD), 2021
Dean Sutton (Exeter USD), 2021
Lucia Vazquez (Visalia USD), 2022
Subregion 12-B (Kern)
Pamela Baugher (Bakersfield City SD), 2021
Vacant (Kern HSD)◈, 2022
Jeff Flores (Kern HSD)◈, 2021
Pamela Jacobsen (Standard SD), 2022
Tim Johnson (Sierra Sands USD), 2021
Geri Rivera (Arvin Union SD), 2021
Lillian Tafoya (Bakersfield City SD), 2022
Keith Wolaridge (Panama-Buena Vista Union SD), 2021
Region 12 County
Donald Cowan (Kern COE), 2022

REGION 15 – *24 Delegates (17 elected/7 appointed ◈)*
Director: Meg Cutuli (Los Alamitos USD)

County: Orange
Alfonso Alvarez (Santa Ana USD)◈, 2022
David Boyer (Los Alamitos USD), 2021
Lauren Brooks (Irvine USD), 2022
Carrie Buck (Placentia-Yorba Linda USD), 2022
Bonnie Castrey (Huntington Beach Union HSD), 2021
Ian Collins (Fountain Valley ESD), 2021
Lynn Davis (Tustin USD), 2022
Jackie Filbeck (Anaheim ESD), 2021
Carrie Flanders (Brea Olinda USD), 2021
Karin Freeman (Placentia-Yorba Linda USD), 2021
Ira Glasky (Irvine USD)◈, 2022
Judy Bullockus (Capistrano USD)◈, 2021
Al Jabbar (Anaheim Un. HSD), 2021
Candice Kern (Cypress ESD), 2022
Martha McNicholas (Capistrano USD)◈, 2022
Charlene Metoyer (Newport-Mesa USD), 2021
Walter Muneton (Garden Grove USD)◈, 2021
Lan Nguyen (Garden Grove USD)◈, 2022
Annemarie Randle-Trejo (Anaheim Union HSD), 2022
Rigo Rodriguez (Santa Ana USD)◈, 2021
Michael Simons (Huntington Beach Union HSD), 2022
Suzie Swartz (Saddleback Valley USD), 2021
Sharon Wallin (Irvine USD), 2022
Region 15 County
Beckie Gomez (Orange COE), 2021
Delegate-at-Large
Marilyn Buchi (Fullerton Joint Union HSD)
Martha Fluor (Newport-Mesa USD)
Susan Henry (Huntington Beach Union HSD)

REGION 16 – *19 Delegates (14 elected/5 appointed ◈)*
Director: Karen Gray (Silver Valley USD)

Subregion 16-A (Inyo)
Susan Patton (Lone Pine USD), 2021
Subregion 16-B (San Bernardino)
Christina Cameron-Otero (Needles USD), 2022
Tom Courtney (Lucerne Valley USD), 2021
Andrew Cruz (Chino Valley USD)◈, 2021
Barbara Dew (Victor Valley Union HSD), 2022
Gwen Dowdy-Rodgers (San Bernardino City USD)◈, 2021
Barbara Flores (San Bernardino City USD), 2022
Peter Garcia (Fontana USD)◈, 2022
Cindy Gardner (Rim of the World USD), 2022
Shari Megaw (Chaffey Joint Union HSD), 2021
James O'Neill, (Redlands USD), 2022
Adam Perez (Fontana USD)◈, 2021
Wilson So (Apple Valley USD), 2022
Gabriel Stine (Victor ESD), 2021
Eric Swanson (Hesperia USD), 2021
Mondi Taylor (Etiwanda SD), 2021
Kathy Thompson (Central ESD), 2021
Scott Wyatt (San Bernardino City USD) ◈, 2022
Region 16 County
Laura Mancha (San Bernardino COE), 2022

REGION 17 – *23 Delegates (17 elected/6 appointed ◈)*
Director: Debra Schade (Solana Beach ESD)

County: San Diego
Barbara Avalos (National SD), 2022
Richard Barrera (San Diego USD)◈, 2021
Leslie Bunker (Chula Vista ESD), 2021
Brian Clapper (National SD), 2022
Eleanor Evans (Oceanside USD), 2022
Humberto Gurmilan (San Ysidro SD), 2022
Andrew Hayes (Lakeside Union SD), 2021
Beth Hergesheimer (San Dieguito Union HSD), 2021
Claudine Jones (Carlsbad USD), 2022
Christi Knight (Escondido Union HSD), 2021
Michael McQuary (San Diego USD)◈, 2022
Tamara Otero (Cajon Valley Union SD), 2022
Darshana Patel (Poway USD)◈, 2021
Dawn Perfect (Ramona USD), 2021
Barbara Ryan (Santee SD), 2021
Elva Salinas (Grossmont Union HSD), 2022
Nicholas Segura (Sweetwater Union HSD)◈, 2022
Arturo Solis (Sweetwater Union HSD)◈, 2021
Marla Strich (Encinitas Union ESD), 2022
Cipriano Vargas, (Vista USD), 2022
Sharon Whitehurst-Payne (San Diego USD)◈, 2021
Vacant, 2021
Region 17 County
Guadalupe Gonzalez (San Diego COE), 2021

REGION 18 – *21 Delegates (16 elected/5 appointed ◈)*
Director: Wendy Jonathan (Desert Sands USD)

Subregion 18-A (Riverside)
Angelov Farooq (Riverside USD)◈, 2022
Robert Garcia (Jurupa USD), 2021
Madonna Gerrell (Palm Springs USD), 2021
Virniecia Green-Jordan (Perris ESD), 2022
Tom Hunt (Riverside USD)◈, 2021
Cleveland Johnson (Moreno Valley USD)◈, 2021
Marla Kirkland (Val Verde USD), 2022
Elizabeth Marroquin (Corona-Norco USD)◈, 2022
David Nelissen (Perris Union HSD), 2022
Gerard Reller (Romoland ESD), 2021
Kristi Rutz-Robbins (Temecula Valley USD), 2021
Victor Scavarda (Hemet USD), 2022
Susan Scott (Lake Elsinore USD), 2022
Kris Thomasian (Murrieta Valley USD), 2021
Lizeth Vega (Alvord USD), 2022
Mary Ybarra (Corona-Norco USD)◈, 2021
Vacant, 2021
Subregion 18-B (Imperial)
Michael Castillo (Calexico USD), 2021
Diahna Garcia-Ruiz (Central Union HSD), 2022
Gil Rebollar (Brawley ESD), 2021
Region 18 County
Victor Jaime (Imperial COE), 2022
Director-at-Large, County
Bruce Dennis (Riverside COE)
Delegate-at-Large
Jesus Holguin (Moreno Valley USD)

REGION 20 – *12 Delegates (11 elected/1 appointed ◈)*
Director: Albert Gonzalez (Santa Clara USD)

County: Santa Clara
Melissa Baten Caswell (Palo Alto USD), 2022
Teresa Castellanos (San Jose USD)◈, 2021
Lorena Chavez (East Side Union HSD), 2022
Danielle Cohen (Campbell Union SD), 2021
Bonnie Mace (Evergreen ESD), 2021
Jodi Muirhead (Santa Clara USD), 2022
Reid Myers (Sunnyvale SD), 2021
Mary Patterson (Morgan Hill USD), 2022
Andres Quintero (Alum Rock Union ESD), 2021
George Sanchez (Franklin-McKinley ESD), 2021
Fiona Walter (Mountain View Los Altos HSD), 2021
Region 20 County
Rosemary Kamei (Santa Clara COE), 2022

REGION 21 – 7 *Delegates (7 appointed ◈)*
Director: Scott Schmerelson (Los Angeles USD)

County: Los Angeles
Mónica Garcia (Los Angeles USD)◈, 2021
Jackie Goldberg (Los Angeles USD)◈, 2022
Kelly Gonez (Los Angeles USD)◈, 2022
George McKenna (Los Angeles USD)◈, 2022
Nick Melvoin (Los Angeles USD)◈, 2022
Richard Vladovic (Los Angeles USD)◈, 2022
Region 21 County
Monte Perez (Los Angeles COE), ◈2022

REGION 22 – *6 Delegates (6 elected)*
Director: Nancy Smith (Palmdale SD)

Los Angeles County: North Los Angeles
Steven DeMarzio (Westside Union ESD), 2022
Keith Giles (Lancaster ESD), 2022
Cherise Moore (William S. Hart Union HSD), 2021
Steven Sturgeon (William S. Hart Union HSD), 2021
Sharon Vega (Palmdale ESD), 2021
Vacant, 2022

REGION 23 – *12 Delegates (11 elected/1 Appointed ◈)*
Director: Helen Hall (Walnut Valley USD)

Los Angeles County: San Gabriel Valley & East Los Angeles
Subregion 23-A
Suzie Abajian (South Pasadena USD), 2021
Jennifer Freemon (Glendale USD), 2021
Gregory Krikorian (Glendale USD), 2022
Gary Scott (San Gabriel USD), 2022
Subregion 23-B
Adam Carranza (Mountain View ESD), 2021
David Diaz (El Monte Union HSD), 2021
Elizabeth Rivas (El Monte City SD), 2022
Subregion 23-C
Cory Ellenson (Glendora USD), 2022
Steven Llanusa (Claremont USD), 2022
Christina Lucero (Baldwin Park USD), 2021
Eileen Miranda Jimenez (West Covina USD), 2021
Roberta Perlman (Pomona USD)◈, 2021

REGION 24 – *14 Delegates (12 elected/2 Appointed ◈)*
Director: Donald E. LaPlante (Downey USD)

Los Angeles County: Southwest Crescent
Darryl Adams (Norwalk-La Mirada USD), 2021
Micah Ali (Compton USD), 2021
Leighton Anderson (Whittier Union HSD), 2022
Jan Baird (South Whittier ESD), 2021
Maggie Bove-LaMonica (Hermosa Beach City ESD), 2022
Diana Craighead (Long Beach)◈, 2022
Jeremy Gerson (Torrance USD), 2022
Megan Kerr (Long Beach USD)◈, 2021
Karen Morrison (Norwalk-La Mirada USD), 2022
Harunobu Nishii (ABC USD), 2021
Ann Phillips (Lawndale ESD), 2022
Dora Sandoval (Little Lake City ESD), 2021
Jesse Urquidi (Norwalk-LaMirada USD), 2022
Satra Zurita (Compton USD), 2021

CSBA Region Index for Districts and COEs

ABC USD	24	
Acalanes Union HSD	07	A
Ackerman Charter SD	04	D
Acton-Agua Dulce USD	22	
Adelanto ESD	16	B
Alameda COE	07	B
Alameda USD	07	B
Albany USD	07	B
Alexander Valley Union ESD	03	A
Alhambra USD	23	A
Alisal Union SD	09	B
Allensworth ESD	12	A
Alpaugh USD	12	A
Alpine County & USD	06	C
Alpine Union SD	17	
Alta Loma ESD	16	B
Alta Vista ESD	12	A
Alta-Dutch Flat Union ESD	04	D
Alum Rock Union ESD	20	
Alview-Dairyland Union ESD	10	A
Alvina Elementary Charter SD	10	B
Alvord USD	18	A
Amador County & USD	08	B
Anaheim ESD	15	
Anaheim Union HSD	15	
Anderson Union HSD	02	B
Anderson Valley USD	01	B
Antelope SD	04	A
Antelope Valley Union HSD	22	
Antioch USD	07	A
Apple Valley USD	16	B
Arcadia USD	23	A
Arcata ESD	01	A
Arcohe Union ESD	06	B
Armona Union ESD	10	C
Aromas-San Juan USD	09	A
Arvin Union SD	12	B
Atascadero USD	09	C
Atwater ESD	08	D
Auburn Union ESD	04	D
Azusa USD	23	C
Baker Valley USD	16	B
Bakersfield City ESD	12	B
Baldwin Park USD	23	C
Baldy View ROP	16	B
Ballard SD	11	A
Ballico-Cressey ESD	08	D
Bangor Union ESD	04	B
Banning USD	18	A
Banta ESD	08	A
Barstow USD	16	B
Bass Lake Joint Union ESD	10	A
Bassett USD	23	C
Bayshore ESD	05	B
Bear Valley USD	16	B
Beardsley ESD	12	B
Beaumont USD	18	A
Bella Vista ESD	02	B
Belleview ESD	08	B
Bellevue Union SD	03	A
Bellflower USD	24	
Belmont-Redwood Shores ESD	05	B
Belridge ESD	12	B
Benicia USD	03	C
Bennett Valley Union SD	03	A
Berkeley USD	07	B
Berryessa Union SD	20	
Beverly Hills USD	24	
Big Creek ESD	10	B
Big Lagoon Union ESD	01	A
Big Oak Flat-Groveland USD	08	B
Big Pine USD	16	A
Big Springs Union ESD	02	A
Big Sur USD	09	B
Big Valley Joint USD	02	C
Biggs USD	04	B
Bishop USD	16	A
Bitterwater-Tully Union ESD	09	A
Black Butte Union ESD	02	B
Black Oak Mine USD	06	C
Blake ESD	12	B
Blochman Union ESD	11	A
Blue Lake Union ESD	01	A
Bogus ESD	02	A
Bolinas-Stinson Union SD	03	D
Bonita USD	23	C
Bonny Doon Union ESD	09	A
Bonsall USD	17	
Borrego Springs USD	17	
Bradley Union ESD	09	B
Brawley ESD	18	B
Brawley Union HSD	18	B
Brea-Olinda USD	15	
Brentwood Union SD	07	A
Bret Harte Union HSD	08	B
Bridgeville ESD	01	A
Briggs ESD	11	B
Brisbane ESD	05	B
Brittan ESD	04	C
Browns ESD	04	C
Buckeye Union ESD	06	C
Buellton Union ESD	11	A
Buena Park ESD	15	
Buena Vista ESD	12	A
Burbank USD	23	A
Burlingame ESD	05	B
Burnt Ranch ESD	02	A
Burrel Union ESD	10	B

Burton ESD	12	A
Butte COE	04	B
Butte Valley USD	02	A
Butteville Union ESD	02	A
Buttonwillow Union ESD	12	B
Byron Union ESD	07	A
Cabrillo USD	05	B
Cajon Valley Union SD	17	
Calaveras COE	08	B
Calaveras USD	08	B
Calexico USD	18	B
Caliente Union ESD	12	B
Calipatria USD	18	B
Calistoga Joint USD	03	B
Cambrian SD	20	
Camino Union ESD	06	C
Campbell Union HSD	20	
Campbell Union SD	20	
Camptonville Union ESD	04	C
Canyon ESD	07	A
Capay Joint Union ESD	04	A
Capistrano USD	15	
Cardiff ESD	17	
Carlsbad USD	17	
Carmel USD	09	B
Carpinteria USD	11	A
Caruthers USD	10	B
Cascade Union ESD	02	B
Castaic Union SD	22	
Castle Rock Union ESD	02	B
Castro Valley USD	07	B
Cayucos ESD	09	C
Center USD	06	B
Centinela Valley Union HSD	24	
Central ESD	16	B
Central Union ESD	10	C
Central Union HSD	18	B
Central USD	10	B
Centralia ESD	15	
Ceres USD	08	C
Chaffey Joint Union HSD	16	B
Charter Oak USD	23	C
Chatom Union SD	08	C
Chawanakee USD	10	A
Chicago Park ESD	04	D
Chico USD	04	B
Chino Valley USD	16	B
Chowchilla ESD	10	A
Chowchilla Union HSD	10	A
Chualar Union SD	09	B
Chula Vista ESD	17	
Cienega Union ESD	09	A
Cinnabar ESD	03	A
Claremont USD	23	C
Clay Joint ESD	10	B
Clear Creek ESD	04	D
Cloverdale USD	03	A
Clovis USD	10	B
Coachella Valley USD	18	A
Coalinga-Huron USD	10	B
Coast USD	09	C
Coastline ROP	15	
Coffee Creek ESD	02	A
Cold Spring ESD	11	A
Colfax ESD	04	D
College ESD	11	A
Colton Joint USD	16	B
Colton-Redlands-Yucaipa ROP	16	B
Columbia ESD	02	B
Columbia Union SD	08	B
Columbine ESD	12	A
Colusa COE	04	C
Colusa USD	04	C
Compton USD	24	
Conejo Valley USD	11	B
Contra Costa COE	07	A
Corcoran Joint USD	10	C
Corning Union ESD	04	A
Corning Union HSD	04	A
Coronado USD	17	
Corona-Norco USD	18	A
Cotati-Rohnert Park USD	03	A
Cottonwood Union SD	02	B
Covina-Valley USD	23	C
Cucamonga SD	16	B
Cuddeback Union ESD	01	A
Culver City USD	24	
Cupertino Union SD	20	
Curtis Creek ESD	08	B
Cutler-Orosi Joint USD	12	A
Cutten ESD	01	A
Cuyama Joint USD	11	A
Cypress ESD	15	
Davis Joint USD	06	A
Death Valley USD	16	A
Dehesa SD	17	
Del Mar Union SD	17	
Del Norte County & USD	01	A
Delano Joint Union HSD	12	B
Delano Union ESD	12	B
Delhi USD	08	D
Delphic ESD	02	A
Denair USD	08	C
Desert Center USD	18	A
Desert Sands USD	18	A
Di Giorgio ESD	12	B
Dinuba USD	12	A
Dixie ESD	03	D

Alphabetical Index of School Districts and Corresponding CSBA Region Number

Dixon USD	03	C
Dos Palos Oro Loma Joint USD	08	D
Douglas City ESD	02	A
Downey USD	24	
Dry Creek Joint ESD	04	D
Duarte USD	23	A
Dublin USD	07	B
Ducor Union ESD	12	A
Dunham ESD	03	A
Dunsmuir ESD	02	A
Dunsmuir Joint Union HSD	02	A
Durham USD	04	B
Earlimart ESD	12	A
East Nicolaus Joint Union HSD	04	C
East San Gabriel Valley ROP	21	
East Side Union HSD	20	
East Whittier City ESD	24	
Eastern Sierra USD	06	C
Eastside Union SD	22	
Eden Area ROP	07	B
Edison ESD	12	B
El Centro ESD	18	B
El Dorado COE	06	C
El Dorado Union HSD	06	C
El Monte City SD	23	B
El Monte Union HSD	23	B
El Nido ESD	08	D
El Rancho USD	24	
El Segundo USD	24	
El Tejon USD	12	B
Elk Grove USD	06	B
Elk Hills ESD	12	B
Elkins ESD	04	A
Elverta Joint ESD	06	B
Emery USD	07	B
Empire Union SD	08	C
Encinitas Union ESD	17	
Enterprise ESD	02	B
Escalon USD	08	A
Escondido Union HSD	17	
Escondido Union SD	17	
Esparto USD	06	A
Etiwanda ESD	16	B
Eureka City Schools	01	A
Eureka Union SD	04	D
Evergreen ESD	20	
Evergreen Union ESD	04	A
Exeter USD	12	A
Fairfax ESD	12	B
Fairfield-Suisun USD	03	C
Fall River Joint USD	02	B
Fallbrook Union ESD	17	
Fallbrook Union HSD	17	
Farmersville USD	12	A
Feather Falls Union ESD	04	B
Ferndale USD	01	A
Fieldbrook ESD	01	A
Fillmore USD	11	B
Firebaugh-Las Deltas USD	10	B
Flournoy Union ESD	04	A
Folsom-Cordova USD	06	B
Fontana USD	16	B
Foresthill Union ESD	04	D
Forestville Union ESD	03	A
Forks of Salmon ESD	02	A
Fort Bragg USD	01	B
Fort Ross ESD	03	A
Fort Sage USD	02	C
Fortuna ESD	01	A
Fortuna Union HSD	01	A
Fountain Valley ESD	15	
Fowler USD	10	B
Franklin ESD	04	C
Franklin-McKinley ESD	20	
Fremont Union HSD	20	
Fremont USD	07	B
French Gulch-Whiskeytown ESD	02	B
Freshwater ESD	01	A
Fresno COE	10	B
Fresno USD	10	B
Fruitvale ESD	12	B
Fullerton Joint Union HSD	15	
Fullerton SD	15	
Galt Joint Union ESD	06	B
Galt Joint Union HSD	06	B
Garden Grove USD	15	
Garfield ESD	01	A
Garvey ESD	23	A
Gateway USD	02	B
Gazelle Union ESD	02	A
General Shafter ESD	12	B
Gerber Union ESD	04	A
Geyserville USD	03	A
Gilroy USD	20	
Glendale USD	23	A
Glendora USD	23	C
Glenn COE	04	A
Gold Oak Union SD	06	C
Gold Trail Union SD	06	C
Golden Feather Union SD	04	B
Golden Plains USD	10	B
Golden Valley USD	10	A
Goleta Union ESD	11	A
Gonzales USD	09	B
Gorman Joint SD	22	
Grant ESD	02	B
Grass Valley ESD	04	D
Gratton ESD	08	C

Alphabetical Index of School Districts and Corresponding CSBA Region Number

Gravenstein Union ESD	03	A
Graves ESD	09	B
Green Point ESD	01	A
Greenfield Union ESD	12	B
Greenfield Union SD	09	B
Grenada ESD	02	A
Gridley USD	04	B
Grossmont Union HSD	17	
Guadalupe Union ESD	11	A
Guerneville ESD	03	A
Gustine USD	08	D
Hacienda La Puente USD	23	B
Hamilton USD	04	A
Hanford ESD	10	C
Hanford Joint Union HSD	10	C
Happy Camp Union ESD	02	A
Happy Valley ESD	09	A
Happy Valley Union ESD	02	B
Harmony Union ESD	03	A
Hart-Ransom Union ESD	08	C
Hawthorne SD	24	
Hayward USD	07	B
Healdsburg USD	03	A
Heber ESD	18	B
Helendale SD	16	B
Hemet USD	18	A
Hermosa Beach City ESD	24	
Hesperia USD	16	B
Hickman Charter SD	08	C
Hillsborough City SD	05	B
Hilmar USD	08	D
Hollister ESD	09	A
Holtville USD	18	B
Hope ESD	12	A
Hope ESD	11	A
Horicon ESD	03	A
Hornbrook ESD	02	A
Hot Springs ESD	12	A
Howell Mountain ESD	03	B
Hueneme ESD	11	B
Hughes-Elizabeth Lakes Union SD	22	
Hughson USD	08	C
Humboldt COE	01	A
Huntington Beach City ESD	15	
Huntington Beach Union HSD	15	
Hydesville ESD	01	A
Igo-Ono-Platina Union ESD	02	B
Imperial COE	18	B
Imperial USD	18	B
Imperial Valley ROP	18	B
Indian Diggings ESD	06	C
Indian Springs ESD	02	B
Inglewood USD	24	
Inyo COE	16	A
Irvine USD	15	
Island Union ESD	10	C
Jacoby Creek ESD	01	A
Jamestown ESD	08	B
Jamul-Dulzura Union ESD	17	
Janesville Union ESD	02	C
Jefferson ESD	05	B
Jefferson ESD	09	A
Jefferson ESD	08	A
Jefferson Union HSD	05	B
John Swett USD	07	A
Johnstonville ESD	02	C
Julian Union ESD	17	
Julian Union HSD	17	
Junction City ESD	02	A
Junction ESD	02	A
Junction ESD	02	B
Jurupa USD	18	A
Kashia ESD	03	A
Kelseyville USD	01	B
Kentfield ESD	03	D
Kenwood SD	03	A
Keppel Union ESD	22	
Kerman USD	10	B
Kern COE	12	B
Kern HSD	12	B
Kernville Union ESD	12	B
Keyes Union ESD	08	C
King City Union SD	09	B
Kings Canyon Joint USD	10	B
Kings COE	10	C
Kings River Union ESD	12	A
Kings River-Hardwick Union ESD	10	C
Kingsburg Elementary Charter SD	10	B
Kingsburg Joint Union HSD	10	B
Kirkwood ESD	04	A
Kit Carson Union ESD	10	C
Klamath River Union ESD	02	A
Klamath-Trinity Joint USD	01	A
Kneeland ESD	01	A
Knights Ferry ESD	08	C
Knightsen ESD	07	A
Konocti USD	01	B
La Canada USD	23	A
La Habra City ESD	15	
La Honda-Pescadero USD	05	B
La Mesa-Spring Valley SD	17	
La Puente Valley ROP	21	
Lafayette ESD	07	A
Laguna Beach USD	15	
Laguna Joint ESD	03	D
Lagunita ESD	09	B
Lagunitas ESD	03	D
Lake COE	01	B

Alphabetical Index of School Districts and Corresponding CSBA Region Number

Lake Elsinore USD	18	A
Lake ESD	04	A
Lake Tahoe USD	06	C
Lakeport USD	01	B
Lakeside Joint SD	20	
Lakeside Union ESD	10	C
Lakeside Union ESD	12	B
Lakeside Union SD	17	
Lammersville Joint USD	08	A
Lamont ESD	12	B
Lancaster ESD	22	
Larkspur-Corte Madera SD	03	D
Las Lomitas ESD	05	B
Las Virgenes USD	11	B
Lassen COE	02	C
Lassen Union HSD	02	C
Lassen View Union ESD	04	A
Laton USD	10	B
Latrobe SD	06	C
Lawndale ESD	24	
Laytonville USD	01	B
Le Grand Union ESD	08	D
Le Grand Union HSD	08	D
Leggett Valley USD	01	B
Lemon Grove SD	17	
Lemoore Union ESD	10	C
Lemoore Union HSD	10	C
Lennox SD	24	
Lewiston ESD	02	A
Liberty ESD	03	A
Liberty ESD	12	A
Liberty Union HSD	07	A
Lincoln ESD	03	D
Lincoln USD	08	A
Linden USD	08	A
Lindsay USD	12	A
Linns Valley-Poso Flat Union ESD	12	B
Little Lake City ESD	24	
Little Shasta ESD	02	A
Live Oak ESD	09	A
Live Oak USD	04	C
Livermore Valley Joint USD	07	B
Livingston Union SD	08	D
Lodi USD	08	A
Loleta Union ESD	01	A
Loma Prieta Joint Union ESD	20	
Lompoc USD	11	A
Lone Pine USD	16	A
Long Beach USD	24	
Loomis Union ESD	04	D
Los Alamitos USD	15	
Los Altos ESD	20	
Los Angeles COE	21	
Los Angeles USD	21	
Los Banos USD	08	D
Los Gatos Union ESD	20	
Los Gatos-Saratoga Jt. Un. HSD	20	
Los Molinos USD	04	A
Los Nietos SD	24	
Los Olivos ESD	11	A
Lost Hills Union ESD	12	B
Lowell Joint ESD	15	
Lucerne ESD	01	B
Lucerne Valley USD	16	B
Lucia Mar USD	09	C
Luther Burbank SD	20	
Lynwood USD	24	
Madera COE	10	A
Madera USD	10	A
Magnolia ESD	15	
Magnolia Union ESD	18	B
Mammoth USD	06	C
Manchester Union ESD	01	B
Manhattan Beach USD	24	
Manteca USD	08	A
Manzanita ESD	04	B
Maple Creek ESD	01	A
Maple ESD	12	B
Marcum-Illinois Union ESD	04	C
Maricopa USD	12	B
Marin COE	03	D
Mariposa County & USD	10	A
Mark Twain Union ESD	08	B
Mark West Union SD	03	A
Martinez USD	07	A
Marysville Joint USD	04	C
Mattole USD	01	A
Maxwell USD	04	C
McCabe Union ESD	18	B
McCloud Union ESD	02	A
McFarland USD	12	B
McKinleyville Union ESD	01	A
McKittrick ESD	12	B
McSwain Union ESD	08	D
Meadows Union ESD	18	B
Mendocino COE	01	B
Mendocino USD	01	B
Mendota USD	10	B
Menifee Union ESD	18	A
Menlo Park City ESD	05	B
Merced City ESD	08	D
Merced COE	08	D
Merced River Union ESD	08	D
Merced Union HSD	08	D
Meridian ESD	04	C
Mesa Union ESD	11	B
Metropolitan Education District	20	
Middletown USD	01	B

Alphabetical Index of School Districts and Corresponding CSBA Region Number

Midway ESD	12	B
Mill Valley ESD	03	D
Millbrae ESD	05	B
Millville ESD	02	B
Milpitas USD	20	
Mission Union ESD	09	B
Mission Valley ROP	07	B
Modesto City Schools	08	C
Modoc COE	02	A
Modoc Joint USD	02	A
Mojave USD	12	B
Mono COE	06	C
Monroe ESD	10	B
Monrovia USD	23	A
Monson-Sultana Joint Union ESD	12	A
Montague ESD	02	A
Monte Rio Union ESD	03	A
Montebello USD	23	B
Montecito Union ESD	11	A
Monterey COE	09	B
Monterey Peninsula USD	09	B
Montgomery ESD	03	A
Moorpark USD	11	B
Moraga ESD	07	A
Moreland SD	20	
Moreno Valley USD	18	A
Morgan Hill USD	20	
Morongo USD	16	B
Mother Lode Union ESD	06	C
Mountain Empire USD	17	
Mountain ESD	09	A
Mountain House ESD	07	B
Mountain Union ESD	02	B
Mountain Valley USD	02	A
Mountain View ESD	16	B
Mountain View ESD	23	B
Mountain View Whisman SD	20	
Mountain View-Los Altos Union HSD	20	
Mt. Baldy Joint ESD	16	B
Mt. Diablo USD	07	A
Mt. Pleasant SD	20	
Mt. Shasta Union SD	02	A
Mulberry ESD	18	B
Mupu ESD	11	B
Muroc Joint USD	12	B
Murrieta Valley USD	18	A
Napa COE	03	B
Napa Valley USD	03	B
National SD	17	
Natomas USD	06	B
Needles USD	16	B
Nevada City SD	04	D
Nevada COE	04	D
Nevada Joint Union HSD	04	D
New Haven USD	07	B
New Hope ESD	08	A
New Jerusalem ESD	08	A
Newark USD	07	B
Newcastle ESD	04	D
Newhall SD	22	
Newman-Crows Landing USD	08	C
Newport-Mesa USD	15	
Nicasio SD	03	D
Norris SD	12	B
North County Joint Union ESD	09	A
North Cow Creek ESD	02	B
North Monterey County USD	09	B
North Orange County ROP	15	
Northern Humboldt Union HSD	01	A
Norwalk-La Mirada USD	24	
Novato USD	03	D
Nuestro ESD	04	C
Nuview Union SD	18	A
Oak Grove ESD	20	
Oak Grove Union SD	03	A
Oak Park USD	11	B
Oak Run ESD	02	B
Oak Valley Union ESD	12	A
Oak View Union ESD	08	A
Oakdale Joint USD	08	C
Oakland USD	07	B
Oakley Union ESD	07	A
Ocean View SD	15	
Ocean View SD	11	B
Oceanside USD	17	
Ojai USD	11	B
Old Adobe Union SD	03	A
Ontario-Montclair SD	16	B
Orange Center SD	10	B
Orange COE	15	
Orange USD	15	
Orchard ESD	20	
Orcutt Union ESD	11	A
Orick ESD	01	A
Orinda Union ESD	07	A
Orland USD	04	A
Oro Grande ESD	16	B
Oroville City ESD	04	B
Oroville Union HSD	04	B
Outside Creek ESD	12	A
Owens Valley USD	16	A
Oxnard SD	11	B
Oxnard Union HSD	11	B
Pacheco Union ESD	02	B
Pacific ESD	09	A
Pacific Grove USD	09	B
Pacific Union ESD	01	A
Pacific Union ESD	10	B

Alphabetical Index of School Districts and Corresponding CSBA Region Number

Pacifica SD	05	B
Pajaro Valley USD	09	A
Palermo Union ESD	04	B
Palm Springs USD	18	A
Palmdale ESD	22	
Palo Alto USD	20	
Palo Verde Union ESD	12	A
Palo Verde USD	18	A
Palos Verdes Peninsula USD	24	
Panama-Buena Vista Union SD	12	B
Panoche ESD	09	A
Paradise ESD	08	C
Paradise USD	04	B
Paramount USD	24	
Parlier USD	10	B
Pasadena USD	23	A
Paso Robles Joint USD	09	C
Patterson Joint USD	08	C
Peninsula Union ESD	01	A
Penn Valley Union ESD	04	D
Perris ESD	18	A
Perris Union HSD	18	A
Petaluma City ESD & Joint Union HSD	03	A
Piedmont City USD	07	B
Pierce Joint USD	04	C
Pine Ridge ESD	10	B
Piner-Olivet Union ESD	03	A
Pioneer Union ESD	04	B
Pioneer Union ESD	06	C
Pioneer Union ESD	10	C
Pittsburg USD	07	A
Pixley Union ESD	12	A
Placentia-Yorba Linda USD	15	
Placer COE	04	D
Placer Hills Union ESD	04	D
Placer Union HSD	04	D
Placerville Union ESD	06	C
Plainsburg Union ESD	08	D
Planada ESD	08	D
Plaza ESD	04	A
Pleasant Grove Joint Union ESD	04	C
Pleasant Ridge Union ESD	04	D
Pleasant Valley Joint Union ESD	09	C
Pleasant Valley SD	11	B
Pleasant View ESD	12	A
Pleasanton USD	07	B
Plumas County & USD	02	C
Plumas Lake ESD	04	C
Point Arena Schools	01	B
Pollock Pines ESD	06	C
Pomona USD	23	C
Pond Union ESD	12	B
Pope Valley Union SD	03	B
Porterville USD	12	A
Portola Valley ESD	05	B
Potter Valley Community USD	01	B
Poway USD	17	
Princeton Joint USD	04	A
Raisin City ESD	10	B
Ramona USD	17	
Rancho Santa Fe ESD	17	
Ravendale-Termo ESD	02	C
Ravenswood City ESD	05	B
Raymond-Knowles Union ESD	10	A
Red Bluff Joint Union HSD	04	A
Red Bluff Union ESD	04	A
Redding ESD	02	B
Redlands USD	16	B
Redondo Beach USD	24	
Redwood City ESD	05	B
Reed Union ESD	03	D
Reeds Creek ESD	04	A
Reef-Sunset USD	10	C
Rescue Union ESD	06	C
Rialto USD	16	B
Richfield ESD	04	A
Richgrove ESD	12	A
Richland SD	12	B
Richmond ESD	02	C
Rim of the World USD	16	B
Rincon Valley Union ESD	03	A
Rio Bravo-Greeley Union ESD	12	B
Rio Dell ESD	01	A
Rio ESD	11	B
Ripon USD	08	A
River Delta USD	06	B
Riverbank USD	08	C
Riverdale Joint USD	10	B
Riverside COE	18	A
Riverside USD	18	A
Roberts Ferry Union ESD	08	C
Robla ESD	06	B
Rockford ESD	12	A
Rocklin USD	04	D
Romoland ESD	18	A
Rosedale Union ESD	12	B
Roseland SD	03	A
Rosemead ESD	23	B
Roseville City SD	04	D
Roseville Joint Union HSD	04	D
Ross ESD	03	D
Ross Valley SD	03	D
Round Valley Joint ESD	16	A
Round Valley USD	01	B
Rowland USD	23	B
Sacramento City USD	06	B
Sacramento COE	06	B
Saddleback Valley USD	15	

Alphabetical Index of School Districts and Corresponding CSBA Region Number

Salida Union SD	08	C
Salinas City ESD	09	B
Salinas Union HSD	09	B
San Antonio Union ESD	09	B
San Ardo Union ESD	09	B
San Benito COE	09	A
San Benito HSD	09	A
San Bernardino City USD	16	B
San Bernardino COE	16	B
San Bruno Park ESD	05	B
San Carlos ESD	05	B
San Diego COE	17	
San Diego USD	17	
San Dieguito Union HSD	17	
San Francisco County & USD	05	A
San Gabriel USD	23	A
San Jacinto USD	18	A
San Joaquin COE	08	A
San Jose USD	20	
San Juan USD	06	B
San Leandro USD	07	B
San Lorenzo USD	07	B
San Lorenzo Valley USD	09	A
San Lucas Union ESD	09	B
San Luis Coastal USD	09	C
San Luis Obispo COE	09	C
San Marcos USD	17	
San Marino USD	23	A
San Mateo COE	05	B
San Mateo Union HSD	05	B
San Mateo-Foster City SD	05	B
San Miguel Joint Union ESD	09	C
San Pasqual Union SD	17	
San Pasqual Valley USD	18	B
San Rafael City Schools	03	D
San Ramon Valley USD	07	A
San Ysidro ESD	17	
Sanger USD	10	B
Santa Ana USD	15	
Santa Barbara COE	11	A
Santa Barbara USD	11	A
Santa Clara COE	20	
Santa Clara ESD	11	B
Santa Clara USD	20	
Santa Cruz City Schools	09	A
Santa Cruz COE	09	A
Santa Maria Joint Union HSD	11	A
Santa Maria-Bonita SD	11	A
Santa Monica-Malibu USD	24	
Santa Paula USD	11	B
Santa Rita Union ESD	09	B
Santa Rosa City Schools	03	A
Santa Ynez Valley Union HSD	11	A
Santee SD	17	
Saratoga Union ESD	20	
Saucelito ESD	12	A
Saugus Union SD	22	
Sausalito Marin City SD	03	D
Savanna ESD	15	
Scotia Union ESD	01	A
Scott Valley USD	02	A
Scotts Valley USD	09	A
Sebastopol Union ESD	03	A
Seeley Union ESD	18	B
Seiad ESD	02	A
Selma USD	10	B
Semitropic ESD	12	B
Sequoia Union ESD	12	A
Sequoia Union HSD	05	B
Shaffer Union SD	02	C
Shandon Joint USD	09	C
Shasta COE	02	B
Shasta Union ESD	02	B
Shasta Union HSD	02	B
Shiloh ESD	08	C
Shoreline USD	03	D
Sierra County/Sierra-Plumas Jt. USD	04	D
Sierra Sands USD	12	B
Sierra USD	10	B
Silver Fork ESD	06	C
Silver Valley USD	16	B
Simi Valley USD	11	B
Siskiyou COE	02	A
Siskiyou Union HSD	02	A
Snelling-Merced Falls Union ESD	08	D
Snowline Joint USD	16	B
Solana Beach ESD	17	
Solano COE	03	C
Soledad USD	09	B
Solvang ESD	11	A
Somis Union ESD	11	B
Sonoma COE	03	A
Sonoma Valley USD	03	A
Sonora SD	08	B
Sonora Union HSD	08	B
Soquel Union ESD	09	A
Soulsbyville ESD	08	B
South Bay Union ESD	01	A
South Bay Union SD	17	
South Fork Union SD	12	B
South Monterey County Joint Union HSD	09	B
South Pasadena USD	23	A
South San Francisco USD	05	B
South Whittier ESD	24	
Southeast ROP	21	
Southern California ROC	21	
Southern Humboldt Joint USD	01	A
Southern Kern USD	12	B

Alphabetical Index of School Districts and Corresponding CSBA Region Number

Southern Trinity Joint USD	02	A
Southside ESD	09	A
Spencer Valley ESD	17	
Spreckels Union SD	09	B
Springville Union ESD	12	A
St. Helena USD	03	B
Standard ESD	12	B
Stanislaus COE	08	C
Stanislaus Union ESD	08	C
Stockton USD	08	A
Stone Corral ESD	12	A
Stony Creek Joint USD	04	A
Strathmore Union ESD	12	A
Sulphur Springs Union SD	22	
Summerville ESD	08	B
Summerville Union HSD	08	B
Sundale Union ESD	12	A
Sunnyside Union ESD	12	A
Sunnyvale SD	20	
Sunol Glen USD	07	B
Surprise Valley Joint USD	02	A
Susanville SD	02	C
Sutter COE	04	C
Sutter Union HSD	04	C
Sweetwater Union HSD	17	
Sylvan Union ESD	08	C
Taft City SD	12	B
Taft Union HSD	12	B
Tahoe-Truckee USD	04	D
Tamalpais Union HSD	03	D
Tehachapi USD	12	B
Tehama COE	04	A
Temecula Valley USD	18	A
Temple City USD	23	A
Templeton USD	09	C
Terra Bella Union ESD	12	A
Thermalito Union SD	04	B
Three Rivers Union ESD	12	A
Tipton ESD	12	A
Torrance USD	24	
Tracy Joint USD	08	A
Traver Joint ESD	12	A
Travis USD	03	C
Tres Pinos Union ESD	09	A
Tri-Cities ROP	21	
Trinidad Union ESD	01	A
Trinity Alps USD	02	A
Trinity Center ESD	02	A
Trinity COE	02	A
Tri-Valley ROP	07	B
Trona Joint USD	16	B
Tulare City SD	12	A
Tulare COE	12	A
Tulare Joint Union HSD	12	A
Tulelake Basin Joint USD	02	A
Tuolumne COE	08	B
Turlock USD	08	C
Tustin USD	15	
Twain Harte SD	08	B
Twin Hills Union ESD	03	A
Twin Ridges ESD	04	D
Twin Rivers USD	06	B
Two Rock Union SD	03	A
Ukiah USD	01	B
Union ESD	20	
Union Hill ESD	04	D
Union Joint ESD	03	D
Upland USD	16	B
Upper Lake USD	01	B
Vacaville USD	03	C
Val Verde USD	18	A
Valle Lindo ESD	23	B
Vallecito Union ESD	08	B
Vallecitos SD	17	
Vallejo City USD	03	C
Valley Center-Pauma USD	17	
Valley Home Joint ESD	08	C
Valley ROP	10	B
Ventura COE	11	B
Ventura USD	11	B
Victor ESD	16	B
Victor Valley Union HSD	16	B
Vineland ESD	12	B
Visalia USD	12	A
Vista Del Mar Union SD	11	A
Vista USD	17	
Walnut Creek ESD	07	A
Walnut Valley USD	23	B
Warner USD	17	
Wasco Union ESD	12	B
Wasco Union HSD	12	B
Washington Colony ESD	10	B
Washington Union ESD	09	B
Washington USD	10	B
Washington USD	06	A
Waterford USD	08	C
Waugh ESD	03	A
Waukena Joint Union ESD	12	A
Weaver Union SD	08	D
Weed Union ESD	02	A
West Contra Costa USD	07	A
West Covina USD	23	C
West Park ESD	10	B
West Side Union ESD	03	A
West Sonoma County Union HSD	03	A
Western Placer USD	04	D
Westminster SD	15	
Westmorland Union ESD	18	B

Alphabetical Index of School Districts and Corresponding CSBA Region Number

Westside ESD	10	B
Westside Union ESD	22	
Westwood USD	02	C
Wheatland ESD	04	C
Wheatland Union HSD	04	C
Whitmore Union ESD	02	B
Whittier City ESD	24	
Whittier Union HSD	24	
William S. Hart Union HSD	22	
Williams USD	04	C
Willits USD	01	B
Willow Creek ESD	02	A
Willow Grove Union ESD	09	A
Willows USD	04	A
Wilmar Union ESD	03	A
Wilsona SD	22	
Windsor USD	03	A
Winship-Robbins ESD	04	C
Winters Joint USD	06	A
Winton SD	08	D
Wiseburn USD	24	
Woodlake USD	12	A
Woodland Joint USD	06	A
Woodside ESD	05	B
Woodville ESD	12	A
Wright ESD	03	A
Yolo COE	06	A
Yosemite USD	10	A
Yreka Union ESD	02	A
Yreka Union HSD	02	A
Yuba City USD	04	C
Yuba COE	04	C
Yucaipa-Calimesa Joint USD	16	B

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Board Policy Committee

SUBJECT: First Reading: Board Policies

BACKGROUND

Modified and new policies may be adopted by the County Board of Education following a first and second reading by the Board. The Board may accept the following proposed policy(ies) as submitted and waive a second reading and move to take action, order changes, or order changes and bring back for a final reading:

BP 5131.2	Bullying
BP 5131.7	Weapons & Dangerous Instruments
BP 5144.1	Suspension & Expulsions
BP 5145.2	Freedom of Speech/Expression
BP 5145.3	Nondiscrimination/Harassment
BP 5145.7	Sexual Harassment

BULLYING

The County Board of Education recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational, involves repetition or potential repetition of a deliberate act, and includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of prohibited conduct that may constitute bullying include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles,

BULLYING (continued)

Measures to Prevent Bullying

The County Board encourages the involvement of students, parents/guardians, staff, social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

The County Board incorporates any strategies developed by the County Superintendent of Schools implementing this policy, which may include, but are not limited to:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about county office of education (COE) and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying COE employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

6. Providing professional development to all school staff who have regular interaction with students, including information regarding staff's obligation to prevent discrimination, harassment, intimidation, and bullying of students and annually making available the California Department of Education's online training module on the dynamics of bullying and cyberbullying pursuant to Education Code 32283.5

7. Providing students with instruction, as appropriate, that promotes social-emotional learning, effective communication skills, conflict resolution skills, and appropriate online behavior and teaches students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice

BULLYING (continued)

Preventive strategies may be incorporated into schools' comprehensive safety plans and, to the extent possible, into the local control and accountability plan and other applicable COE and school plans.

(cf. 0460 - Local Control and Accountability Plan)

Complaints

Any complaint of bullying shall be submitted to and investigated by the individual(s), position(s), or unit(s) designated by the County Superintendent and, if determined to be discriminatory, shall be resolved in accordance with law and BP 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

Discipline/Corrective Actions

A victim of bullying, witness, perpetrator, or other student affected by an act of bullying may be referred to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

In addition, corrective actions for a student who commits an act of bullying may include behavioral intervention and education and, if the behavior is severe or pervasive, may include notification of the student's parent/guardian, suspension or expulsion, and/or referral to law enforcement.

Legal Reference: (see next page)

BULLYING (continued)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
32283.5 Bullying; online training
48900-48925 Suspension or expulsion
48985 Translation of notices
52066-52069 Local control and accountability plan
PENAL CODE
422.55 Definition of hate crime
647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age
COURT DECISIONS
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources: (see next page)

BULLYING (continued)

Management Resources:

CSBA PUBLICATIONS
Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Bullying Module
California's Social and Emotional Learning: Guiding Principles, 2018
Social and Emotional Learning in California: A Guide to Resources, 2018
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
Guidance to America's Schools: Bullying of Students with Disabilities, October 2014
Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010
Dear Colleague Letter: Harassment and Bullying, October 2010
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
California Office of the Attorney General: http://oag.ca.gov
Center on Great Teachers and Leaders: https://gtlcenter.org
Collaborative for Academic Social and Emotional Learning: https://casel.org
Common Sense Media: http://www.commonsensemedia.org
National School Safety Center: http://www.schoolsafety.us
Partnership for Children and Youth: https://www.partnerforchildren.org
U.S. Department of Education: http://www.ed.gov

WEAPONS AND DANGEROUS INSTRUMENTS

The Santa Cruz County Board of Education recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.3 - District Police/Security Department)
(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5131 - Conduct)
(cf. 5138 - Conflict Resolution/Peer Mediation)

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

(cf. 4158/4258/4358 - Employee Security)

Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

(cf. 3515.2 - Disruptions)

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall, at least five school days in advance of the planned possession, submit a written request to the principal which

WEAPONS AND DANGEROUS INSTRUMENTS (continued)

explains the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when he/she determines that it is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. 5125 - Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or

designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Legal Reference: (see next page)

WEAPONS AND DANGEROUS INSTRUMENTS (continued)

Legal Reference:

EDUCATION CODE
35291 Santa Cruz County Board of Educationto prescribe rules for discipline of the schools
48900 Grounds for suspension/expulsion
48902 Notification of law enforcement authorities
48915 Required recommendation for expulsions
48916 Readmission
49330-49335 Injurious objects
PENAL CODE
245 Assault with deadly weapon
417.4 Imitation firearm; drawing or exhibiting
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
653k Switchblade knife
16100-17350 Definitions
22810-23025 Tear gas weapon (pepper spray)
25200-25225 Firearms, access to children
30310 Prohibition against ammunition on school grounds
UNITED STATES CODE, TITLE 20
6301-7941 No Child Left Behind Act, especially:
7961 Gun-Free Schools Act

Management Resources:

CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011
CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS
0401.01 Protecting Student Identification in Reporting Injurious Objects
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
National Alliance for Safe Schools: http://www.safeschools.org
National School Safety Center: http://www.schoolsafety.us
U.S. Department of Education, Office of Safe and Drug Free Schools: http://www.ed.gov/about/offices/list/osdf

SUSPENSION AND EXPULSION/DUE PROCESS

The Santa Cruz County Board of Educationdesires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
8239.1 Prohibition against expulsion of preschool student
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
64000-64001 Consolidated application

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

CIVIL CODE
47 Privileged communication
48.8 Defamation liability
CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production
GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act
HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules
LABOR CODE
230.7 Employee time off to appear in school on behalf of a child
PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)
WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting
7961 Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Healthy Students: http://www2.ed.gov/about/offices/list/oese/oshs

FREEDOM OF SPEECH/EXPRESSION

The Santa Cruz County Board of Education believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

(cf. 6142.3 - Civic Education)
(cf. 6144 - Controversial Issues)

On-Campus Expression

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Education Code 48907)

Student expression on district or school Internet web sites and online media shall generally be afforded the same protections as in print media.

(cf. 1113 - District and School Web Sites)
(cf. 6163.4 - Student Use of Technology)

Students' freedom of expression shall be limited only as allowed by Education Code 48907, 48950, and other applicable state and federal laws.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. (Education Code 48907)

(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

School officials shall not engage in prior restraint of material prepared for official school publications except insofar as the content of the material violates the law. (Education Code 48907)

The Superintendent or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats, or intimidation unless constitutionally protected. (Education Code 48950)

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process: Students with Disabilities)

Off-Campus Expression

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The Superintendent or designee shall document the impact the expression had or could be expected to have on the school program.

(cf. 5131 - Conduct)

Legal Reference:
EDUCATION CODE
48907 Exercise of free expression; rules and regulations
48950 Speech and other communication
51520 Prohibited solicitations on school premises
UNITED STATES CODE, TITLE 20
4071-4074 Equal Access Act
CALIFORNIA CONSTITUTION
Article 1, Section 2 Freedom of speech and expression
U.S. CONSTITUTION

Amendment 1 Freedom of speech and expression
COURT DECISIONS
Smith v. Novato Unified School District, (2007) 150 Cal.App.4th 1439
Lavine v. Blaine School District, (2001) 257 F.3d 981
Emmett v. Kirkland School District No. 415, (2000) 92 F.Supp. 2d 1088
J.S. v. Bethlehem Area School District, (2000) 757 A.2d 412 (Pa. Commw. 2000)
Beussink v. Woodland R-IV School District, (1998) 30 F.Supp. 2d 1175
Muller v. Jefferson Lighthouse School, (1996) 98 F.3d 1530
Lovell v. Poway Unified School District, (1996) 90 F.3d 367
Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562
Leeb v. DeLong, (1988) 198 Cal.App.3d 47
Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675
Bright v. Los Angeles Unified School District, (1976) 18 Cal. 3d 350
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

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NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Santa Cruz County Board Of Education desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a

complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
49060-49079 Student records
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
432 Student record
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
FIRST AMENDMENT CENTER PUBLICATIONS
Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70
Dear Colleague Letter: Harassment and Bullying, October 2010
Notice of Non-Discrimination, Fact Sheet, August 2010
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Office of the Attorney General: http://oag.ca.gov
California Safe Schools Coalition: http://www.casafeschools.org
First Amendment Center: http://www.firstamendmentcenter.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

SEXUAL HARASSMENT

The County Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment targeted at any student in a county office of education (COE) educational program, school, or school-sponsored or school-related activity is prohibited. The County Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The County Board strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced an off-campus sexual harassment incident that involved anyone with whom they may continue to have contact on campus, to immediately contact their teacher, the principal or program administrator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the County Superintendent of Schools or the COE's designated compliance officer so that steps may be taken to investigate and address the allegation in accordance with law and related County Superintendent regulation.

(cf. 0410 - Nondiscrimination in County Office Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and COE uniform complaint procedures. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this County Board policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion.

Notifications

A copy of the COE's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of COE rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

SEXUAL HARASSMENT (continued)

3. Be posted on COE and program/school web sites and, when available, on COE-supported social media

4. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

5. Appear in any publication that sets forth the program/school's or COE's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

7. Be provided to the County Superintendent for distribution to employees and employee organizations

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
1040 Duties and responsibilities; county boards of education
1042 County boards; authority
35160 Authority of county boards
35160.1 Authority of county boards; legislative intent
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48915 Grounds for expulsion
48980 Notice at beginning of term
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX, discrimination

Legal Reference: (continued)

UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.71 Nondiscrimination on the basis of sex in education programs
106.8 Designation of responsible employee for Title IX
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Q&A on Campus Sexual Misconduct, September 2017
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Transfer Board Travel and Conference Reimbursement Funds

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BACKGROUND

Pursuant to Board Policy 9250, the Board shall be reimbursed for any actual and necessary pre approved travel expenses incurred in the course of their duties upon submission of itemized receipts for up to $2,000 each, or $3,000 each for any trustee that is elected as a delegate to a regional or state organization. If a Board member elects not to use his or her full allocation, the Board, as a body, may designate the intended or actual unused funds to other Board members for travel and conference.

Bylaws of the Board **BB 9250**
Compensation/Reimbursement For Expenses

The Santa Cruz County Board of Education and the Santa Cruz County Office of Education recognize that participation in and attendance at conferences, seminars, workshops and education related meetings is a primary means of affording Board trustees the opportunity to update necessary skills and to network with other professionals.

COMPENSATION

Each member of the County Board of Education who actually attends the regularly scheduled board meetings held in any calendar month shall receive as compensation for his or her services a sum not to exceed two hundred dollars ($200) per month (E.C. 1090(a)(4)).

A member of the County Board of Education may be paid for any meeting for which he or she is absent if the Board by resolution duly adopted and included within its minutes finds that at the time of the meeting the absent board member was performing services outside the meeting on behalf of the Board, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. (E.C.1090(d)).

Each member of the Santa Cruz County Board of Education who uses his or her privately owned automobile in the discharge of necessary official duties as a member of the County Board of Education, shall be allowed the same mileage reimbursement rate as that allowed to employees of the County Office of Education who use privately owned vehicles in the performance of their duties for the County Office of Education. (E.C.1090(e)).

Board members are encouraged to be involved in other community and education-related activities, committees and organizations; however, only mileage expenses are reimbursable.

TRAVEL AND CONFERENCE EXPENSES

The Board shall be reimbursed for any actual and necessary, preapproved travel expenses incurred in the course of their duties upon submission of original itemized receipts (E.C. 1081). Travel includes attendance at any of the following: workshop, seminar, convention, conference or other meeting of benefit to the County Office of Education. The County Board of Education may select a member or members of the Board to attend meetings or conventions of any society, association or organization for which the Board has subscribed for membership. (E.C. 1096)

An amount not to exceed $2,000.00 shall be available each fiscal year to each member of the Board for conference and travel. In-county mileage reimbursement shall be included in the $2,000.00 travel allocation. If a Board member elects not to use his or her full allocation, the Board, as a body, may designate the intended or actual unused funds to other Board members for travel and conference. Unused travel funds will not be carried forward.

Members of the Board who have been designated or elected as an officer or delegate to a regional or state organization of which the Santa Cruz County Board of Education is a member, shall be allocated an additional $1,000.00 each fiscal year against which reimbursement shall be separately monitored. The allocation shall coincide with the Board member's term of office on the regional or state organization.

If travel is expected to involve costs to the County Office of Education other than mileage, a Travel Request Form shall be prepared by the Board member and shall include a detailed cost estimate. The County Superintendent of Schools shall approve the Travel Request form as appropriate.

Board members are encouraged to submit all travel claims and mileage reimbursement claims no later than the month following approved travel.

Legal References: E.C. §§ 1090(a)(4), 1090(b), 1090(d), 1090(e), 1081, 1096

Adopted 4/17/2014

FY 20-21 Board Travel Expenses:

Sue Roth:

Conference/Event:	**Event Date:**	**Event Type:**	**Total Expenses:**
CSBA AEC	Dec. 2-5, 2020	Virtual	$399.00
CCBE Annual Conf.	Sept. 11-12	Virtual	$149.00
Total:			**$548.00**

Rose Filicetti: ***$3,000 Cap**

Conference/Event:	**Event Date:**	**Event Type:**	**Total Expenses:**
CSBA AEC	Dec. 2-5, 2020	Virtual	$399.00
CCBE Annual Conf.	Sept. 11-12	Virtual	$149.00
CSBA AEC Presidents Workshop	Dec. 2-5, 2020	Virtual	$425.00
Total:			**$973.00**

Dana Sales:

Conference/Event:	**Event Date:**	**Event Type:**	**Total Expenses:**
CCBE Annual Conf.	Sept. 11-12	Virtual	$149.00
Total:			**$149.00**

Sandra Nichols:

Conference/Event:	**Event Date:**	**Event Type:**	**Total Expenses:**
CCBE Annual Conf.	Sept. 11-12	Virtual	$149.00
Total:			$149.00

Bruce Van Allen:

Conference/Event:	**Event Date:**	**Event Type:**	**Total Expenses:**
		Virtual	
Total:			$0.00

Abel Sanchez:

Conference/Event:	Event Date:	Event Type:	Total Expenses:
CSBA AEC	Dec. 2-5, 2020	Virtual	$399.00
Total:			$399.00

Jane Barr:			
Conference/Event:	Event Date:	Event Type:	Total Expenses:
Total:			**$0.00**
Alyssa Wall:			
Conference/Event:	Event Date:	Event Type:	Total Expenses:
CSBA AEC Virtual Registration	Dec. 2-5, 2020	Virtual	$399.00
CSBA AEC New Trustee Worksho	Dec. 2-5, 2020	Virtual	$425.00
CSBA MIG #1	Dec. 8, 2020	Virtual	$399.00
CSBA MIG #2	Feb. 27, 2021	Virtual	$399.00
CSBA MIG #3	Mar 27, 2021	Virtual	$399.00
CSBA MIG #4	Apr. 24, 2021	Virtual	$399.00
Total:			**$2,021.00**
Ed Acosta:			
Conference/Event:	Event Date:	Event Type:	Total Expenses:
Total:			**$0.00**
Faris (Board Related Conference)			
Conference/Event:	Event Date:	Event Type:	Total Expenses:
CSBA AEC	Dec. 2-5, 2020	Virtual	$399.00
Total:			**$399.00**

SANTA CRUZ COUNTY OFFICE OF EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Dec. 17, 2020** [X] **Action** [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Schedule Special January 14 Board Meeting

BACKGROUND

The Board will consider scheduling a special meeting on January for Thursday, January 14, 2020 at 3:00 p.m. to participate in a training regarding Brown Act regulations and recent changes in law hosted by legal counsel.

SUPERINTENDENT'S RECOMMENDATION:

Schedule a special board meeting on January 14, 2020 at 3pm.