Santa Cruz County Board of Education
Regular Board Meeting
Thursday, Novemeber 16, 2023
Closed Session at 4:00 p.m.
Open Session will commence as soon as matters can be heard
Boardroom and/or Zoom

Members of the public may join the meeting either by attending in person or joining the live video conference using the following link:

https://santacruzcoe-org.zoom.us/j/85064387241

Or join by phone
Phone Number: +1 (669) 900-6833
Meeting ID: 850 6438 7241

PUBLIC COMMENT:

Any person wishing to make a public comment will have the opportunity to do so either in-person or via videoconference during the meeting for up to three minutes each for any item not listed on the agenda, or for up to three minutes for any item listed on the agenda. To request to speak during public comment or on any item on the agenda, please complete this form: https://sccoe.link/PublicComment

To submit a comment 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 vvalentin@santacruzcoe.org no later than 2:00 PM on November 16. Each individual may only make one comment per topic.

Cualquier persona que desee hacer un comentario público tendrá la oportunidad de hacerlo en vivo o por videoconferencia durante la reunión virtual hasta tres minutos cada uno para cualquier tema que no esté incluido en la agenda, y hasta tres minutos para cualquier tema incluido en la agenda. Para solicitar hablar durante los comentarios públicos o sobre cualquier tema de la agenda, complete este formulario: https://sccoe.link/PublicComment

Para enviar un comentario para ser leído en voz alta en su nombre, ya sea para un tema en la agenda o no en la agenda, envíe un comentario de no más de 300 palabras a vvalentin@santacruzcoe.org a más tardar a las 2:00 PM del 16 de noviembre. Cada individuo solo puede hacer un comentario por tema.

1

AGENDA

1. **CALL TO ORDER, ROLL CALL, AND ESTABLISHMENT OF QUORUM**
Bruce Van Allen (President), Ed Acosta, Alyssa Alto, Edward, Estrada, Sandra Nichols, Sue Roth, Abel Sanchez
Oscar Alvarez, Student Trustee
Faris Sabbah, Secretary

1.1 **Board Member Remote Attendance Approval**
Under AB 2449, Trustees may participate in the Board meeting remotely under the following conditions:
- Just Cause, or Emergency Circumstances
- Board Approval

Motion &
Roll Call Vote: Bruce Van Allen (President)

2. **PLEDGE OF ALLEGIANCE**
Superintendent Sabbah (Secretary) will lead the Pledge of Allegiance.

3. **APPROVAL OF AGENDA**
Agenda deletions and/or sequence changes will be approved or the agenda will be approved as submitted.

4. **CLOSED SESSION DISCLOSURE**
President Van Allen will disclose that the Board will, in closed session, discuss matters relating to a litigation matter as noted in item 5.1.

5. **CLOSED SESSION**

5.1 **Litigation Matter Discussion**
Superintendent Sabbah will share a litigation matter with the County Board of Education.

Presenter(s):   Dr. Faris Sabbah, County Superintendent of Schools
Liann Reyes, Deputy Superintendent, Business Services

6. **OPEN SESSION**
Open session will begin as soon as the matter can be heard.

7. **REPORT OUT ON CLOSED SESSION**
President Van Allen will report out on any reportable action(s) taken by the Board in Closed Session.

8. **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 for up to **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 that a matter 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.

9. **CONSENT AGENDA**

All items appearing on the consent agenda are recommended actions that are considered routine 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 held on October 19, 2023
9.0.2   Minutes of the Special Board Meeting held on November 9, 2023
9.0.3   Budget Revisions
9.0.4   Donations
9.0.5   Surplus Items

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 5.0 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 available at the meeting location.

11. **REPORTS, DISCUSSIONS, AND PRESENTATIONS**

11.1 **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.

Presenter(s):   Dr. Faris Sabbah, County Superintendent of Schools
                     Bryan Wall, Santa Cruz COE Williams Coordinator
                     Richard Reid, Director, COE Maintenance and Operations

11.2 **Pacific Collegiate School Annual Report**

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(s):   Dr. Faris Sabbah, County Superintendent of Schools
                 Dr. Maria Reitano, Head of School, Pacific Collegiate School

11.3 **Review and Discuss Board Bylaw 9323: Meeting Conduct**

Review and discuss Board Bylaw 9323 Meeting Conduct, in particular the public participation section.

Presenter(s):   Bruce Van Allen, Board President
                 Dr. Faris Sabbah, County Superintendent of Schools

12.   **NEW BUSINESS AND ACTION**

12.1 **School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Community Schools**

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

Presenter(s):   Dr. Faris Sabbah, County Superintendent of Schools
                 Dr. Jennifer Izant Gonzales, Director, Alternative Education

Motion &
Roll Call Vote: Bruce Van Allen, Board President

12.2 **School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Court Schools**

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

Presenter(s):   Dr. Faris Sabbah, County Superintendent of Schools
                 Dr. Jennifer Izant Gonzales, Director, Alternative Education

Motion &
Roll Call Vote: Bruce Van Allen, Board President

12.3 **School Plan for Student Achievement (SPSA) for the Santa Cruz COE Career Advancement Charter**

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools
Denise Sanson, Executive Director, Career & Adult Learning Services

Motion &
Roll Call Vote: Bruce Van Allen, Board President

12.4 **Resolution #23-36 Recognizing November as National Homeless Youth Awareness Month**

In 2007, Congress established November as National Homeless Youth Awareness Month to raise awareness about youth homelessness, its causes, and potential solutions. This month is a time to recognize efforts addressing youth homelessness and strengthen the commitment to ending it in the United States. The California Homeless Education Technical Assistance Center (HETAC) and the California Department of Education (CDE) support this initiative and emphasize the role of education in preventing and ending youth homelessness. The Board will consider adopting this Resolution.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislation Committee
Dr. Faris Sabbah, County Superintendent of Schools
Hayley Newman, Coordinator, School Climate and Wellness

Motion &
Voice Vote: Bruce Van Allen, Board President

12.5 **Resolution #23-37 Recognizing Special Education Day**

December 2nd is recognized as National Special Education Day. This day celebrates the anniversary of the nation's first special education law as the Individuals with Disabilities Act (IDEA) was signed on December 2, 1972. Special Education Day was first celebrated in 2005 which was the 30th anniversary of IDEA. The Board will consider adopting this Resolution.

Presenter(s): Sandra Nichols, Chair, Community Outreach and Legislation Committee
Dr. Faris Sabbah, County Superintendent of Schools

Motion &
Roll Call Vote: Bruce Van Allen, Board President

12.6 **Resolution #23-38 To Commit Funds For High Priority Capital Needs**
The Santa Cruz County Office of Education was able to retain the savings from previous facility projects in the County School Facility Fund 35. The ending balance in Fund 35 at June 30, 2023 was $737,923.32. The Office of Public School Construction ("OPSC") allows LEAs to retain their project savings as long as those savings are used for "high priority capital facility needs.

Presenter(s):   Liann Reyes, Deputy Superintendent, Business Services

Motion &
Roll Call Vote: Bruce Van Allen, Board President

13. **SUPERINTENDENT'S REPORT**
County Superintendent Dr. Faris 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 related to Board goals of Advocating for students, maintaining community relations, and promoting student achievement.

15. **AD HOC/STANDING COMMITTEE REPORTS/ACTIONS**

16. **SCHEDULE OF MEETINGS AND UPCOMING EVENTS**
Santa Cruz County Board of Education
Regular Meeting
December 21, 2023
4:00 p.m.

17. **ADJOURNMENT**
President Van Allen will adjourn the meeting.

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 names 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 a 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 at 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 Verenise Valentin 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 Verenise Valentin por teléfono al número (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 to participate in the meeting should contact Verenise Valentin, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.0.1

Board Meeting Date: **November 16, 2023**   ☒ Action   ☐ Information

TO: County Board of Education

FROM: Administration Team

SUBJECT: Minutes of the Regular Board Meeting held on October 19, 2023

BACKGROUND

Minutes of the Regular Board Meeting held on October 19, 2023

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve meeting minutes.

Santa Cruz County Board of Education ● 400 Encinal Street, Santa Cruz, CA 95060 ● Tel (831) 466-5900 ● www.santacruzcoe.org
Mr. Ed Acosta ● Ms. Alyssa Alto ● Mr. Edward Estrada ● Ms. Sandra Nichols
Ms. Sue Roth ● Mr. Abel Sanchez ● Mr. Bruce Van Allen

Student Trustee: Mr. Oscar Alvarez-Delgado

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, October 19, 2023
4:00 p.m.
Boardroom and/or Zoom

UNAPPROVED BOARD MEETING MINUTES

1. **CALL TO ORDER, ROLL CALL, AND ESTABLISHMENT OF QUORUM**
    <u>Trustees Present:</u>
    Bruce Van Allen (President), Alyssa Alto, Sandra Nichols, Sue Roth, Abel Sanchez

    <u>Trustee Absent at Time of Roll Call:</u>
    Ed Acosta

    <u>Staff Present:</u>
    Faris Sabbah (Secretary), Nick Ibarra, Jamie Langley, Melissa Lopez, Heather MacDougall Molloy, Dr. Angela Meeker, Verenise Valentin

    1.1   Board Member Remote Attendance Approval
    Under AB 2449, Trustees may participate in the Board meeting remotely under the following conditions:
    ● Just Cause, or Emergency Circumstances
    ● Board Approval

    No Trustees requested to participate remotely.

2. **PLEDGE OF ALLEGIANCE**
    Superintendent Sabbah (Secretary) led the Pledge of Allegiance.

3. **APPROVAL OF AGENDA**
    A motion was made to approve the agenda as presented (Nichols/Alto 5-0-0-1).
Ayes:	Alto, Nichols, Roth, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Acosta

4. **PUBLIC COMMENT**
    None.

5.   **SWEARING-IN CEREMONY**
The following trustees were sworn into the Santa Cruz County Board of Education:

Edward Estrada, Trustee Area 4, was sworn in by Board President Van Allen.

Oscar Alvarez-Delgado, Student Trustee, was sworn in by Superintendent Sabbah.

Trustee Acosta arrived at the meeting.

6.   **CONSENT AGENDA**
6.0.1   Minutes of the Regular Board Meeting held on September 21, 2023
6.0.2   Budget Revisions

A motion was made to approve the consent agenda as presented (Nichols/Roth 8-0).
Ayes:	Acosta, Alto, Alvarez-Delgado, Estrada, Nichols, Roth, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

6.1   **DEFERRED CONSENT ITEMS (if required)**
None.

7.   **CORRESPONDENCE**
None.

8.   **REPORTS, DISCUSSIONS, AND PRESENTATIONS**

8.1   **Outdoor Science School Update**
Heather MacDougall Molloy, Director, Outdoor Science School, and Jamie Langley, Program Coordinator, provided the board with an update on recent changes and developments in the field of Outdoor Science.

Trustees asked clarifying questions.

8.2   **Administrator Kick Off Part 2 Recap**
This year the annual Administrators' Kickoff for Santa Cruz County administrators was held on two separate days. The first day was a traditional kick-off in early August. On the second day, Dr. Doug Fisher was the keynote speaker, sharing on the importance of trust and building relationships. Dr. Meeker gave a brief presentation about this event to the Board.

8.3   **2022-2023 Unaudited Actuals Financial Statement**
The Board reviewed information from the annual closing financial reporting document filed with the California Department of Education, presented by Melissa Lopez, Director, Fiscal Services, Business Services.

9. **New Business and Action**

9.1 **Personnel Commission Vacancy: Appointment of Nominee**
The Board was informed of the nominee for the appointment as the joint-appointee to the Santa Cruz County Office of Education Personnel Commission, Lawrence Lane.

A motion was made to approve the appointment of Lawrence LArry as Personnel Commissioner (Nichols/Sanchez 8-0).

Ayes:	Acosta, Alto, Alvarez-Delgado, Estrada, Nichols, Roth, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

9.2 **Adopt Resolution #23-33: Gann Amendment Appropriations Limit**
The Gann Amendment (Proposition 4, 1979) limits the growth in appropriations made by the State of California, school districts, and local governments. All local education areas are required to adopt Gann Appropriations Limits each year by Board Resolution.

A motion was made to Adopt Resolution #23-33 Gann Amendment Appropriations Limit (Nichols/Roth 8-0).

Ayes:	Acosta, Alto, Alvarez-Delgado, Estrada, Nichols, Roth, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

9.3 **Adopt Resolution #23-34: Recognizing National Native American Heritage Month**
In the US, November 1 through November 30 is recognized as National Native American Heritage Month. National Native American Heritage Month is an opportunity to consider and recognize the contributions of Native Americans to the history of the United States. The Santa Cruz County Board of Education urges school districts in Santa Cruz County to observe National Native American Heritage Month and Native American Heritage Day with appropriate programs and activities.

A motion was made to Adopt Resolution #23-34 Recognizing National Native American Heritage Month (Nichols/Sanchez 8-0).

Ayes:	Acosta, Alto, Alvarez-Delgado, Estrada, Nichols, Roth, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

9.4   **Adopt Resolution #23-35: Recognizing United Against Hate Week**

Hate has no place in society, and least of all on our school campuses. Alongside our school districts, the Santa Cruz COE and County Board of Education rejects hatred, racism, prejudice, violence, and bullying in all forms. We are committed to ensuring our schools are safe and welcoming spaces for learners of all identities. We are encouraging recognition of United Against Hate Week at all schools within our community from Sunday, November 12, through Saturday, November 18.

A motion was made to Adopt Resolution #23-35 Recognizing United Against Hate Week (Sanchez/Acosta 8-0).

Ayes:	Acosta, Alto, Alvarez-Delgado, Estrada, Nichols, Roth, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	None

10.   **SUPERINTENDENT'S REPORT**

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

11.   **TRUSTEE REPORTS (3 minutes each)**

President Van Allen
He worked on various committee work and attended CCBE conference.

Trustee Roth
She attended SCZBA, the agenda committee meeting, and the CSBA roadshow.

Trustee Estrada
He attended the CSBA roadshow, participated in various onboarding meetings, and attended the Queer Youth Leadership Summitt.

Trustee Sanchez
He attended the COE All staff meeting and the PVUSD state of the District.

Trustee Alto
She participated in the Charter committee meeting with PCS and welcomed Trustee Estrada and Trustee Alvarez-Delgado to the Board.

Trustee Acosta
He welcomed Trustee Estrada and Trustee Alvarez-Delgado to the Board.

Trustee Nichols
She attended the Diversity Center's Gala.

Trustee Alvarez-Delgado
He shared his ideas and goals as Student Trustee and is eager to work with the Board and staff.

12.   **AD HOC/STANDING COMMITTEE REPORTS/ACTIONS**

13. **<u>SCHEDULE OF MEETINGS AND UPCOMING EVENTS</u>**
Santa Cruz County Board of Education
Regular Meeting
November 16, 2023
4:00 p.m.

14. **<u>ADJOURNMENT</u>**
President Van Allen adjourned the meeting at 6:07 pm.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.0.2

Board Meeting Date: **November 16, 2023**   [X] Action   [ ] Information

TO: County Board of Education

FROM: Administration Team

SUBJECT: Minutes of the Special Board Meeting held on November 9, 2023

BACKGROUND

Minutes of the Special Board Meeting held on November 9, 2023

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve meeting minutes.

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

Santa Cruz County Board of Education
Special Board Meeting
Thursday, November 9, 2023
4:00 pm Closed Session
Boardroom, Santa Cruz County Office of Education
400 Encinal Street, Santa Cruz CA 95060

UNAPPROVED BOARD MEETING MINUTES

1. **CALL TO ORDER, ROLL CALL, AND ESTABLISHMENT OF QUORUM**
Trustees Present:
Bruce Van Allen (President), Alyssa Alto, Edward Estrada, Sandra Nichols, Sue Roth, Abel Sanchez

Trustee Absent:
Ed Acosta

Staff Present:
Faris Sabbah (Secretary), Liann Reyes, Verenise Valentin

1.1 **Board Member Remote Attendance Approval**
In accordance with AB 2449, Trustees may participate in the Board meeting remotely under the following conditions:
- Just Cause, or Emergency Circumstances
- Board Approval

It is required that a Board quorum be present in person.

Trustee Alto requested to participate remotely due to an emergency circumstance preventing her from joining in-person.

A motion was made to approve Trustee Alto's remote attendance (Roth/Estrada 5-0-1-1).

Ayes:	Estrada, Nichols, Roth, Sanchez, Van Allen
Nays:	None
Abstain:	Alto
Absent:	Acosta

2. **PLEDGE OF ALLEGIANCE**
Superintendent Sabbah (Secretary) will lead the Pledge of Allegiance.

3.   **APPROVAL OF AGENDA**
A motion was made to approve the agenda as presented (Nichols/Roth 6-0-0-1).

Ayes: Alto, Estrada, Nichols, Roth, Sanchez, Van Allen
Nays: None
Abstain: None
Absent: Acosta

4.   **CLOSED SESSION DISCLOSURE**
President Van Allen disclosed that the Board, in closed session, discussed matters relating to an interdistrict transfer appeal as noted in item 5.1.

5.   **CLOSED SESSION**

5.1   **Interdistrict Transfer Appeal #23-02**
The Board held an Interdistrict Transfer Appeal Hearing concerning students wishing to attend school in the Santa Cruz City School District.

6.   **REPORT OUT ON CLOSED SESSION**
President Van Allen reported that the Board took action to uphold the interdistrict transfer denial by Santa Cruz City School District (Nichols/Roth 6-0-0-1).

7.   **SCHEDULE OF MEETINGS AND UPCOMING EVENTS**
Santa Cruz County Board of Education
Regular Meeting
November 16, 2023
4:00 p.m.

8.   **ADJOURNMENT**
President Van Allen adjourned the meeting.

SANTA CRUZ COUNTY BOARD OF EDUCATION

<table>
<tr><td colspan="3">**AGENDA ITEM 9.0.3**</td></tr>
</table>

Board Meeting Date: **November 16, 2023**   X   Action   ☐   Information

TO: County Board of Education

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

SUBJECT: Budget Revisions

BACKGROUND

Notable changes to the budget processed during October 2023

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve revisions

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

400 Encinal Street, Santa Cruz, CA 95060 ◆ Tel (831) 466-5600 ◆ Fax (831) 466-5607 ◆ www.santacruzcoe.org

MEMO

DATE: November 7, 2023

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: October Budget Revisions

Notable changes to the budget processed during October 2023 are as follows:

Unrestricted:

Budget revisions processed reflect no significant changes to the unrestricted budget.

Budget Revisions processed in October 2023 had an overall decrease to the unrestricted fund balance in the amount of ($8,194).

Restricted:

Budget Revisions processed reflect an overall increase in restricted revenues and corresponding expense in the amount of ($16,034) due to new and/or revised grant award allocations. Significant changes are as follows:
- ($208,059) Federal: Alt Ed Title I, Title II and Title IV Preliminary Allocations
- $32,025 State: SSS Foster Youth Allocation
- $100,000 Local: SSS Kaiser Wellness Centers Grant Award
- $16,923 Local: Ed Services Save the Redwoods Grant Award
- $43,077 Local: CAL-S Building Trades Pre-Apprenticeship Grant Award

18

Budget revisions were processed to transfer both the Redevelopment Agency (RDA) revenues and the COP payment expenses from Fund 01 to Fund 56 Debt Services
- ($975,000) RDA Revenue transfer to Fund 56
- ($624,755) COP Payment to Fund 56

Budget revisions processed in October 2023 had an overall decrease to the restricted fund balance of ($355,445).

Pacheco Bill Compliance:
One professional services agreement required a budget revision to be processed during October 2023. Upon receiving notification of the Kaiser Wellness Center grant award, the Student Support Services department anticipates contracting with a professional consultant to assist in the development of Wellness Center evaluation plans. Pursuant to the Kaiser grant terms, this contract may not exceed $48,000.

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as 2023-24 First Interim reporting processes continue.

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

LR:ml

cc: Rebecca Olker

Santa Cruz County Office of Education
2023-24 Revised Budget

Fund 01 October 2023 Budget Revisions
County School Service Fund
Unrestricted and Restricted
Revenues and Expenditures by Object

44 10447
Form 01

	2023-24 Adopted Budget			2023-24 Revised Budget as of September 30, 2023			October 2023 Budget Revisions Processed			2023-24 Revised Budget as of October 31, 2023		
REVENUES	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
LCFF Sources	25,549,149	8,206,393	33,755,542	25,549,149	8,206,393	33,755,542	-	-	-	25,549,149	8,206,393	33,755,542
Federal Revenue	4,500,000	2,781,151	7,281,151	4,500,000	2,748,147	7,248,147	-	(208,059)	(208,059)	4,500,000	2,540,089	7,040,089
Other State Revenue	288,304	8,911,756	9,200,060	288,304	9,076,575	9,364,879	-	32,025	32,025	288,304	9,108,600	9,396,904
Other Local Revenue	1,773,938	9,696,346	11,470,285	1,807,938	10,662,671	12,470,609	-	160,000	160,000	1,807,938	10,822,671	12,630,610
TOTAL, REVENUES	32,111,391	29,595,647	61,707,038	32,145,391	30,693,786	62,839,177	-	(16,034)	(16,034)	32,145,391	30,677,753	62,823,144
EXPENDITURES												
Certificated Salaries	7,545,500	6,609,820	14,155,320	7,528,126	6,394,483	13,922,609	-	(5,128)	(5,128)	7,528,126	6,389,355	13,917,481
Classified Salaries	8,618,050	8,262,185	16,880,235	8,601,450	8,260,564	16,862,014	-	-	-	8,601,450	8,260,564	16,862,014
Employee Benefits	8,946,799	9,962,030	18,908,829	8,932,682	9,900,374	18,833,055	-	-	-	8,932,682	9,900,374	18,833,055
Books and Supplies	1,828,809	752,415	2,581,224	2,006,796	1,225,249	3,232,045	55,443	(79,687)	(24,244)	2,062,239	1,145,562	3,207,801
Services and Other Operating Expenditures	4,941,899	4,969,801	9,911,700	5,044,685	5,844,955	10,889,640	3,883	29,524	33,407	5,048,568	5,874,479	10,923,047
Capital Outlay	250,000	-	250,000	250,000	-	250,000				250,000	-	250,000
Other Outgo (excluding Transfers of Indirect Costs)	4,500,000	624,755	5,124,755	4,500,000	624,755	5,124,755		(624,755)	(624,755)	4,500,000	-	4,500,000
Other Outgo - Transfers of Indirect Costs	(1,825,512)	1,703,454	(122,058)	(1,881,436)	1,769,427	(112,010)	(51,132)	44,457	(6,675)	(1,932,568)	1,813,884	(118,685)
TOTAL EXPENDITURES	34,805,545	32,884,461	67,690,006	34,982,303	34,019,806	69,002,109	8,194	(635,589)	(627,395)	34,990,497	33,384,217	68,374,714
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	(2,694,154)	(3,288,814)	(5,982,968)	(2,836,912)	(3,326,020)	(6,162,932)	(8,194)	619,555	611,362	(2,845,106)	(2,706,464)	(5,551,570)
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	-	-	-	-	-	-	-	-	-	-	-	-
b) Transfers Out	60,850	-	60,850	60,850	-	60,850	-	975,000	975,000	60,850	975,000	1,035,850
Other Sources/Uses				-	-	-	-	-	-	-	-	-
a) Sources	-	-	-	-	-	-	-	-	-	-	-	-
b) Uses	-	-	-	-	-	-	-	-	-	-	-	-
				-	-	-	-	-	-	-	-	-
Contributions	(1,697,719)	1,697,719	-	(1,717,719)	1,717,719	-	-	-	-	(1,717,719)	1,717,719	-
TOTAL OTHER FINANCING SOURCES/USES	(1,758,569)	1,697,719	(60,850)	(1,778,569)	1,717,719	(60,850)	-	(975,000)	(975,000)	(1,778,569)	742,719	(1,035,850)
NET INCREASE (DECREASE) IN FUND BALANCE	(4,452,723)	(1,591,095)	(6,043,818)	(4,615,482)	(1,608,300)	(6,223,782)	(8,194)	(355,445)	(363,638)	(4,623,675)	(1,963,745)	(6,587,420)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	28,811,980	5,934,072	34,746,052	28,811,980	5,934,072	34,746,052	-	-	-	28,811,980	5,934,072	34,746,052
b) Audit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-
c) As of July 1 Audited	28,811,980	5,934,072	34,746,052	28,811,980	5,934,072	34,746,052	-	-	-	28,811,980	5,934,072	34,746,052
d) Other Restatements	-	-	-	-	-	-	-	-	-	-	-	-
e) Adjusted Beginning Balance	28,811,980	5,934,072	34,746,052	28,811,980	5,934,072	34,746,052	-	-	-	28,811,980	5,934,072	34,746,052
Ending Balance, June 30	24,359,257	4,342,977	28,702,234	24,196,499	4,325,771	28,522,270	(8,194)	(355,445)	(363,638)	24,188,305	3,970,327	28,158,631

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.0.4

Board Meeting Date: **November 16, 2023** [X] **Action** [ ] **Information**

TO: County Board of Education

FROM: Business Department

SUBJECT: 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.

FUNDING IMPLICATIONS

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

RECOMMENDATION

Accept gifts and donations as follows:

Program	Donor	Value
2024 STEAM Expo	Silicon Valley Education Foundation	$1,000
Special Education	Various Anonymous Donations	$475

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.0.5

Board Meeting Date: **November 16, 2023**   [X] **Action**   [ ] **Information**

TO: County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Surplus Items

BACKGROUND

The Santa Cruz County Office of Education (SCCOE) has fifteen (15) computers that have been identified as surplus equipment and the Technology Division is recommending they be disposed of. These computers listed on the attached page were purchased by multiple departments years ago.

Per our Chief Technology Officer, the computers either are out of their warranty period, or do not perform at a level required by today's standards and therefore no longer hold any monetary value.

The administration recommends the board vote to authorize disposal of the computers. Per Board Policy 3260, the board must evaluate and vote on the disposal of such equipment.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve disposal

Board Meeting Date: November 16, 2023   **Agenda Item**: #9.0.5

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

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

DATE: November 7, 2023

TO: Santa Cruz County Board of Trustees

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Declaration of Surplus Equipment

The Santa Cruz County Office of Education (SCCOE) has fifteen (15) computers that have been identified as surplus equipment and the Technology Division is recommending they be disposed of.

These computers listed on the attached page were purchased by multiple departments years ago. Per our Chief Technology Officer, the computers either are out of their warranty period, or do not perform at a level required by today's standards and therefore no longer hold any monetary value.

The administration recommends the board vote to authorize disposal of the computers.
Per Board Policy 3260, the board must evaluate and vote on the disposal of such equipment.

23

Asset Tag	Current Status	Device Type	Serial Number	Purchase Date	department
20804	Send to Board	Laptop - Apple - MacBook Air - A1466	c1msc15fh3qk	2016-10-03	ALT
20805	Send to Board	Laptop - Apple - MacBook Air - A1466	c1msc15kh3qk	2016-09-28	ALT
20818	Send to Board	Laptop - Apple - MacBook Air - A1466	c1msc1bgh3qk	2016-10-12	ALT
21065	Send to Board	Laptop - Apple - MacBook Pro - A1708	c02txdrrhv22	2017-06-01	SPD
21345	Send to Board	Laptop - Apple - MacBook Pro	C02YT6LXLVCF	2020-07-01	EDU
21346	Send to Board	Macbook Pro	c02z546alvdq	2019-08-16	ALT
21348	Send to Board	Laptop - Apple - MacBook Pro - A1989	C02YPG2JLVDC	2019-07-11	NTP
21361	Send to Board	Apple - Macbook Air	FVFZ78FULYWM	2019-10-28	SUP
21444	Send to Board	Macbook Air	C02ZR14FLYWK	2020-09-10	CTEP
21616	Send to Board	Laptop - Apple - MacBook Air	FVFCW113M6KK	2020-07-15	ALT
21684	Send to Board	Laptop - Apple - MacBook Air	SC02CW5BTM6KG	2020-07-01	ALT
21780	Send to Board	Laptop - Apple - MacBook Pro	SC02D6C43MD6M	2020-05-13	CTEP
21802	Send to Board	Laptop - MacbookPro - 13", 2020	C02D61KUP3YV	2020-03-11	ALT
21816	Send to Board	Laptop - Apple - MacBook Air	FVFDM1Q2M6KG	2021-01-29	ALT
22079	Send to Board	Laptop - Apple - MacBook Air - Retina, 13-inch, 2020	FVFDM1PTM6KG	2020-12-21	SPD

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 11.1

Board Meeting Date: **November 16, 2023** ☐ Action ☒ **Information**

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
            Bryan Wall, Santa Cruz COE Williams Coordinator
            Richard Reid, Director, COE Maintenance and Operations

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

---

BACKGROUND

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.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Recieve the presentation

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

400 Encinal Street, Santa Cruz, CA 95060 ◆ Tel (831) 466-5600 ◆ Fax (831) 466-5607 ◆ www.santacruzcoe.org

Santa Cruz County Superintendent of Schools

WILLIAMS SETTLEMENT LEGISLATION

ANNUAL REPORT FOR SANTA CRUZ COUNTY OFFICE BOARD OF EDUCATION
2023-2024 FISCAL YEAR

The Williams Settlement Legislation requires the County Superintendent of Schools to annually monitor and report on schools ranked by the CDE as CSI/ATSI, Teacher Credentialing Issues, and Graduation Rate (California Department of Education's Website)
https://www.cde.ca.gov/eo/ce/wc/wmsschools.asp

The Santa Cruz County Superintendent of Schools and staff at the Santa Cruz County Office of Education are responsible for:
1. Determining if students have "sufficient" standards-aligned instructional materials in four core subjects areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determining if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff";
3. Determining if the school has provided accurate data on the annual School Accountability Report Card (SARC) related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities;
4. Ensuring that a Uniform Complaint Process (UCP) policy is in use and UCP notices are posted in all classrooms and in administrative offices; and
5. Determining if there are any Teacher Mis-Assignments or Teacher Vacancies at these schools.

This report presents the results of our visits and review at Pajaro Valley Unified School District, Delta, Santa Cruz City Schools, San Lorenzo Unified, Pacific District, and SCCOE for the period of August - October 2023. The following schools were visited, and a complete Site Summary Report and Facilities Inspection Tool for each school has been included with this annual Report for submission to Districts and COE Board Members and Superintendents.

26

School	Principal	Facilities Rating	Facilities Percentage	Instr. Materials Insufficiencies
Bayview Elementary	Renee Golder	Good	98.30	None
Calabasas Elementary	Todd Westfall	Good	83.4	None
Delta High School	Jen Gebbie Ra'anan	Excellent	100	None
E. A. Hall Middle	Dagoberto Garcia	Good	95.98	None
MacQuiddy Elementary	Rebecca Milburn	Good	96.88	None
Pacific Elementary	Eric Gross	Good	98.64	Nione
Pajaro Valley High	Daniel Andrus	Good	98.13	None
Rolling Hills Middle	Selene Munoz Casas	Fair	92.79	None
San Lorenzo Valley Middle School	Shanna Urbancic	Good	98.13	None
SCCOE CAC	Denise Sanson	Excellent	99	None

Our findings for each are are as follows:

Instructional Materials

The team found that all students had access to sufficient instructional materials, including textbooks, in the core subject areas (including science laboratory materials at the secondary schools). All nineteen schools reviewed for instructional materials/textbook sufficiency fully complied with the Williams settlement. Any shortages had already been addressed via purchase orders.

Facility Inspections

Utilizing the Facilities Inspection Tool (FIT), as developed by the Office of Public Schools Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2), a school facilities inspection was completed at each school site. Our visiting team reviewed the previous year's FIT reports, annual FIT reports submitted by the district, and inspected restrooms, common areas, kitchen/multipurpose facilities, and 25% of the school classrooms. No schools pose an emergency or urgent threat to the health or safety of pupils or staff.

School Accountability Report Cards (SARC)

The Williams Settlement included language regarding the accuracy of data reported in the School Accountability Report Card (SARC). The 2021-2022 SARCs for each school are available on the District websites. SARCs accurately reflect the findings by the *Williams* committee members.

Teacher Assignments/Mis-assignments

During our visit, the 2023-2024 Master Schedule or Teacher Assignment Listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for their annual review. The Human Resources department in Districts have worked collaboratively with the Santa Cruz County Office of Education to ensure that teachers are appropriately credentialed and placed in the correct teaching assignments.

Uniform Complaint Process

All classrooms must have the Uniform Complaint Process Classroom Notice posted. The team found that of the 25% of classrooms visited at each site, all had current notices posted in both Spanish and English.

SANTA CRUZ
C O U N T Y   O F F I C E   O F
EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

400 Encinal Street, Santa Cruz, CA 95060 ⬥ Tel (831) 466-5600 ⬥ Fax (831) 466-5607 ⬥ www.santacruzcoe.org

SCHOOL NAME Bayview Elementary
Williams Settlement Legislation Report 2023-2024
Date: September 19, 2023
Principal: Renee Golder
Date of Visit: August 22, 2023
Number of Classrooms Visited: 7
Visiting Committee Members: Bryan Wall ,Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) ,Bayview Elementary was found to be in Good repair with a rating of 98.30% . See attached FIT report. Recommend more shelving in the textbook storage area.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the SCCS Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

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

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

SCHOOL NAME Calabasas Elementary
Williams Settlement Legislation Report 2023-2024
Date: September 20,2023
Principal: Todd Westfall
Date of Visit:August 24,2023
Number of Classrooms Visited:8
Visiting Committee Members: Bryan Wall and Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) , Calabasas Elementary was found to be in Fair repair with a rating of 83.4% . See attached FIT report. Recommend permanent repair of asphalt outside of portables.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

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

400 Encinal Street, Santa Cruz, CA 95060 ◆ Tel (831) 466-5600 ◆ Fax (831) 466-5607 ◆ www.santacruzcoe.org

SCHOOL NAME Delta High School
Williams Settlement Legislation Report 2023-2024
Date: September 20, 2023
Principal: Jen Gebbie Ra'anan
Date of Visit:September 7, 2023
Number of Classrooms Visited: 4
Visiting Committee Members: Bryan Wall, Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) , Delta High School was found to be in Excellent repair with a rating of 100% . See attached FIT report.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the Delta Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

31

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

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

SCHOOL NAME EA Hall Middle School
Williams Settlement Legislation Report 2023-2024
Date: September 20,2023
Principal: Dagoberto Garcia
Date of Visit:August 24,2023
Number of Classrooms Visited: 9
Visiting Committee Members: Bryan Wall and Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) , EA Hall Middle School was found to be in Good repair with a rating of 95.98% . See attached FIT report.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

32

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

400 Encinal Street, Santa Cruz, CA 95060 ◆ Tel (831) 466-5600 ◆ Fax (831) 466-5607 ◆ www.santacruzcoe.org

SCHOOL NAME MacQuiddy Elementary
Williams Settlement Legislation Report 2023-2024
Date:September 20, 2023
Principal: Rebecca Milburn
Date of Visit: August 30,2023
Number of Classrooms Visited: 7
Visiting Committee Members: Bryan Wall and Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) , MacQuiddy Elementary was found to be in Good repair with a rating of 96.88% . See attached FIT report.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

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

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

SCHOOL NAME Pacific Elementary
Williams Settlement Legislation Report 2023-2024
Date: September 20,2023
Principal: Eric Gross
Date of Visit:August 22,2023
Number of Classrooms Visited: All Grade Levels and Communal Spaces (13)
Visiting Committee Members: Bryan Wall and Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) ,Pacific Elementary was found to be in good repair with a rating of 96.64%. See attached FIT report.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the Pacific website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

34

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

400 Encinal Street, Santa Cruz, CA 95060 ◆ Tel (831) 466-5600 ◆ Fax (831) 466-5607 ◆ www.santacruzcoe.org

SCHOOL NAME Pajaro Valley High School
Williams Settlement Legislation Report 2023-2024
Date: September 20,2023
Principal: Daniel Andrus
Date of Visit:September 7,2023
Number of Classrooms Visited: 9
Visiting Committee Members: Bryan Wall, Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) ,Pajaro Valley High School was found to be in Good repair with a rating of 98.13% . See attached FIT report.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

35

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

400 Encinal Street, Santa Cruz, CA 95060 ◆ Tel (831) 466-5600 ◆ Fax (831) 466-5607 ◆ www.santacruzcoe.org

SCHOOL NAME Rolling Hills Middle School
Williams Settlement Legislation Report 2023-2024
Date: September 20, 2023
Principal: Selene Munoz Casas
Date of Visit: August 30,2023
Number of Classrooms Visited: 10
Visiting Committee Members: Bryan Wall, Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) , Rolling Hills Middle School was found to be in Good repair with a rating of 92.79% . See attached FIT report.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the PVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

BOARD OF EDUCATION
Mr. Ed Acosta
Ms. Alyssa Alto
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen

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

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

SCHOOL NAME San Lorenzo Valley Middle School
Williams Settlement Legislation Report 2023-2024
Date: September 20,2023
Principal: Shanna Urbancic
Date of Visit: August 29,2023
Number of Classrooms Visited: 8
Visiting Committee Members: Bryan Wall and Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) , San Lorenzo Valley Middle School was found to be in good repair with a rating of 98.13%. See attached FIT report. In spite of construction on campus the school was clean and orderly. We would recommend making sure that all surveillance systems are in order to monitor staff and student safety during construction.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.
During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the SLVUSD Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

Attachments: Facility Inspection Tool 2023-2024

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

400 Encinal Street, Santa Cruz, CA 95060 ◆ Tel (831) 466-5600 ◆ Fax (831) 466-5607 ◆ www.santacruzcoe.org

SCHOOL NAME Santa Cruz County Office of Education Career Advancement Charter
Williams Settlement Legislation Report 2023-2024
Date: September 20,2023
Principal: Denise Sanson
Date of Visit: September 7, 2023
Number of Classrooms Visited: 1 (Independent Study)
Visiting Committee Members: Bryan Wall and Brian Sluggett

School Facilities:
As determined by the Facilities Inspection Tool (FIT) ,Santa Cruz County CAC was found to be in Excellent repair with a rating of 99%. The team would recommend raising the height of the stove hood in the childcare kitchen.

Teacher Assignment Monitoring:
For 2023-2024, there were no teacher mis-assignments or vacancies at any time during the school year.

During our visit, the 2023-2024 Master Schedule or Teacher Assignment listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for review.

School Accountability Report Card:
The SARC report for 2021-2022 is available on the SCCOE/CAC Website. The SARC accurately reflects the findings by the Williams committee members.

Instructional Materials:
Based on documentation, the Williams Coordinator has found that all students have access to sufficient instructional materials, including textbooks, in the core subject areas.

Uniform Complaint Postings:
Notices regarding the Williams Lawsuit and Complaint Procedure were current and posted in all classrooms.

Bryan Wall,
Santa Cruz County Office of Education, Williams Coordinator
bwall@santacruzcoe.org

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 11.2

Board Meeting Date: **November 16, 2023** [ ] Action [X] Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Dr. Maria Reitano, Head of School, Pacific Collegiate School

SUBJECT: Pacific Collegiate School Annual Report

BACKGROUND

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.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Recieve the presentation

Pacific Collegiate School

Annual Diversity Update and Report to the

Santa Cruz County Board of Education

November 16, 2023

Table of Contents

2

Tables

Figures

Pacific Collegiate School
2023 Diversity Update and Report
to the Santa Cruz County Office of Education

Vision, Mission, and Values

During the 2020-2021 school year, PCS engaged educational partners in an iterative process over many months to co-create revised Vision, Mission, and Values statements for our school. These statements reflect our shared commitment to making high quality college preparatory education accessible to all students in our surrounding communities. The resulting Vision, Mission, and Values statements are foundational to our work and outline community standards to which we hold ourselves accountable. These statements create a framework for the goals and actions outlined in the 2021-2026 PCS Strategic Plan (see appendix).

Vision Statement:

PCS engages and supports every student in inclusive college preparatory learning that ignites curiosity, critical thinking, and innovation, while developing resilient, globally-minded, socially responsible changemakers.

Mission Statement:

PCS inspires students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community of care, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevant learning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.

Values Statements:

PCS values

Inclusion and Belonging: fostering and maintaining an inclusive and anti-racist school culture that welcomes, supports, and celebrates all members of our diverse community.

Relationships: creating and nurturing supportive relationships among students, families, teachers, staff, Board members, volunteers, and community partners.

Creativity: encouraging innovation, self-expression, and expansive thinking.

Learning: pursuing academic excellence, whole student development, and intellectual curiosity.

Integrity: reflecting the importance of honesty, ethics, openness and respect.

Responsibility: fostering a sense of mutual care and active engagement in our school, local, and global communities.

Accountability: demonstrating personal and institutional responsibility for student learning, ethical conduct, and our shared vision, including through meaningful stakeholder engagement.

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 a college preparatory education. PCS currently operates under a charter renewed in 2020 for a five-year term (2020-2025). In recognition of the challenges presented by the COVID-19 pandemic, Education Code Section 47607.4 extended this charter term by three years (2020-2027). In addition, California Education Code (EC) Section 47607.4, was amended by Senate Bill 114 [Chapter 48, Statutes of 2023] to provide an additional one-year extension of Charter terms (2020-2028). This report outlines progress towards goals described in the most recent charter renewal, as well as agreements made in the annually renewed Memorandum of Understanding between PCS and the SCCOE. Most importantly, this report serves to update the County Board of Education on progress made each year of PCS's 2020-2025 Diversity Status Report and Plan.

Executive Summary

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

This record of excellence and achievement has garnered many accolades over the years. In 2021, PCS was recognized by the California Department of Education (CDE) as a California Distinguished School. This year, U.S. News and World Report ranked PCS the #1 high school in the Santa Cruz metro area, #9 high school in California, #82 high school and #18 charter school in the nation. Additionally, Niche ranked PCS the #1 High School in Santa Cruz County, #9 Charter High School in California, and #38 Best Charter High School in the Nation. Also in 2023, the Jay Matthews Challenge Index ranked PCS among the top 1% of High Schools in the Nation, with an Equity and Access score of 99%, reflecting the fact that the overwhelming majority of PCS students in the Class of 2023 passed at least one Advanced Placement exam (with a score of 3, 4, or 5). In fact, the College Board recognized Pacific Collegiate School by conferring our school with an AP Honor Roll and Equity awards, in appreciation for outstanding work welcoming more students into AP courses and supporting traditionally underrepresented students on the path to college success.

Despite this external recognition, we know that our school has work to do in order to fully live into our vision and mission. PCS strongly values a student, faculty, staff, and Board population that reflects the diversity of Santa Cruz County in all respects, including, but not limited to, demography, socioeconomic status, race, ethnicity, culture, religion, gender identity, sexual orientation, and ability levels. PCS recognizes that creating a diverse and inclusive school benefits all members of our community. It is our obligation as a public school to provide equitable access and support for all community members seeking a high-quality, standards-based, college preparatory and fine arts education. Further, there is a robust research underscoring the positive contributions of diverse school communities to student learning, including critical thinking, communications, and problem solving.

5

Looking back over more than 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. However, to date, this academic excellence has been achieved without adequate inclusion of students from the surrounding communities that have been historically marginalized in Santa Cruz County. PCS drafted the 2020-2025 Diversity Status Report and Action Plan (see appendix) to guide work in DEI for the current charter term. In that plan, PCS committed to goals including:

- Goal A: Recruit more diverse student population
- Goal B: Build mechanisms of student support
- Goal C: Recruit diverse school leadership
- Goal D: Build an inclusive and supportive school culture
- Goal E: Refine data collection and assessment

In our school-wide Strategic Plan for 2021-2026 (see appendix), we have expanded on these goals to make sure that DEI work is folded into all parts of PCS planning and action. In collaboration with educational partners at all levels, PCS created a five-year strategic plan aimed at creating a school environment in which all members can thrive, regardless of the identities they hold. Our plan includes five main focal points to guide our work:

- Excellence for All
- School Climate and Culture
- Faculty and Staff Recruitment, Retention, and Development
- Family and Community Engagement
- Financial Sustainability

Student Achievement Data

California Assessment of Student Performance and Progress (CAASPP)

Pacific Collegiate students perform well on CAASPP assessments in grades 7, 8, and 11, including those in significant subgroups. Although it is widely understood that students' skill development may have been interrupted by the COVID-19 pandemic, we are proud that PCS results shows decreasing outcome and opportunity gaps since that time. Future work will focus on continuing to identify and eliminate existing gaps through targeted intervention and support.

6

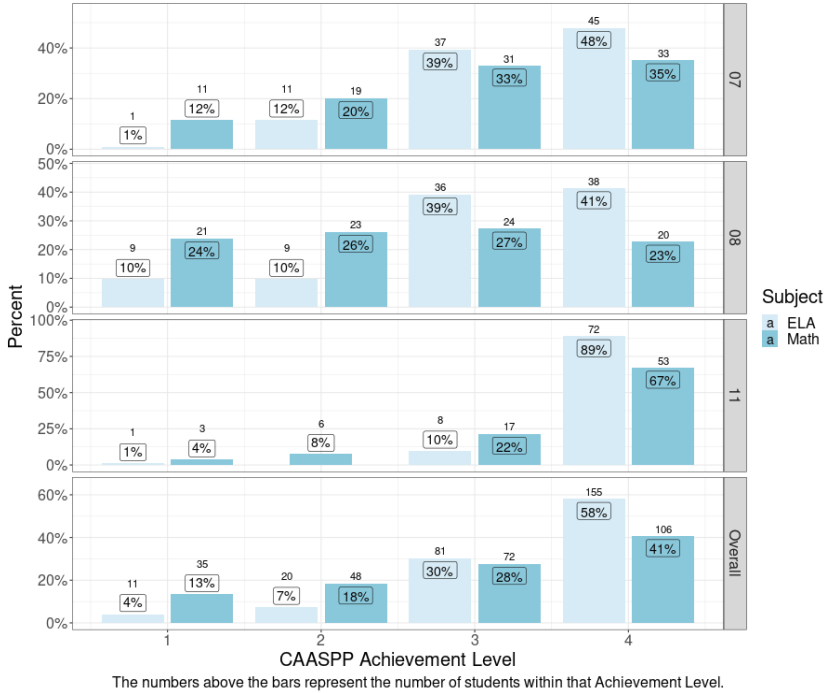## Pacific Collegiate School CAASPP Results
2023 Overall Results

Figure 1: 2023 CAASPP Data - Math & English Language Arts, Grades 7, 8, 11 and Overall

Pacific Collegiate School CAASPP Results
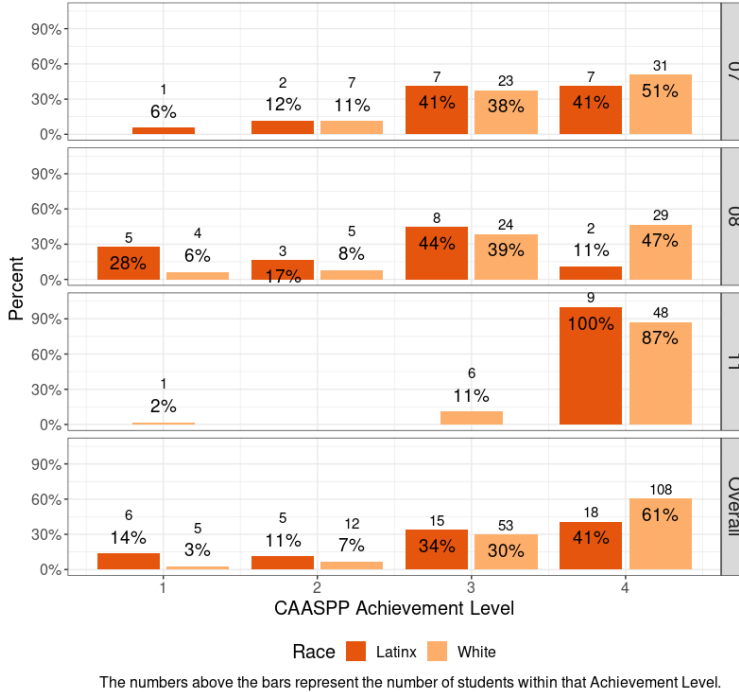### 2023 ELA Results

Figure 2: 2023 CAASPP Data by Ethnicity (Subgroups: Latinx, White) - ELA, Grades 7, 8, 11, and Overall

In 2023, 88% of all PCS students met or exceeded standards in English Language Arts (87% of 7th graders, 80% of 8th graders, and 99% of 11th graders). Disaggregated scores for our two most significant ethnicity subgroups showed a significant achievement and outcome gap in grade

7

8, with 55% of Latinx students meeting or exceeding standards, and 86% of White students meeting or exceeding ELA standards. In all other grades, the percent of students meeting or exceeding standards were similar for these two subgroups of students (7th graders: 82% Latinx, 89% White; 11th graders: 100% Latinx, 98% White).

When comparing the ELA CAASPP performance of students who are Economically Disadvantaged (ED) to their peers, PCS noted significant differences, with 75% of ED students meeting or exceeding standards and 89% of non-ED students meeting or exceeding standards. Differences and gaps were most significant in grade 8 (40% ED and 85% non-ED students meeting or exceeding standards).
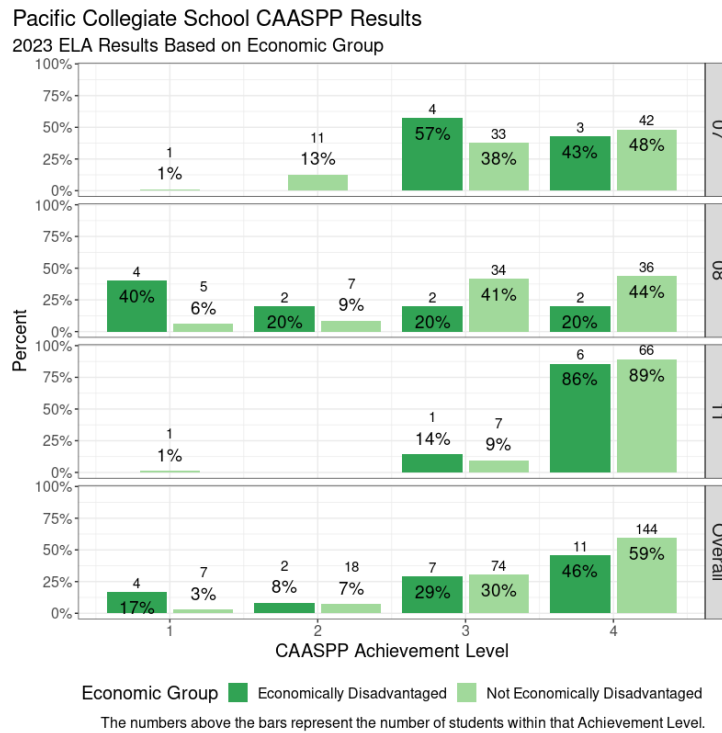

Figure 3: 2023 CAASPP Data - Economically Disadvantaged Subgroup - ELA, Grades 7, 8, 11, and Overall

In 2023, 69% of all PCS students met or exceeded standards in Mathematics (68% of 7th graders, 50% of 8th graders, and 89% of 11th graders). Disaggregated scores for our two most significant ethnicity subgroups showed a significant gap in grade 7 (48% of Latinx students meeting or exceeding standards, and 77% of White students meeting or exceeding standards) and grade 8 (20% of Latinx students meeting or exceeding standards, and 57% of White students meeting or exceeding standards). In grade 11, the percent of students meeting or exceeding standards were similar for these two subgroups of students (89% Latinx, 87% White).

Pacific Collegiate School CAASPP Results
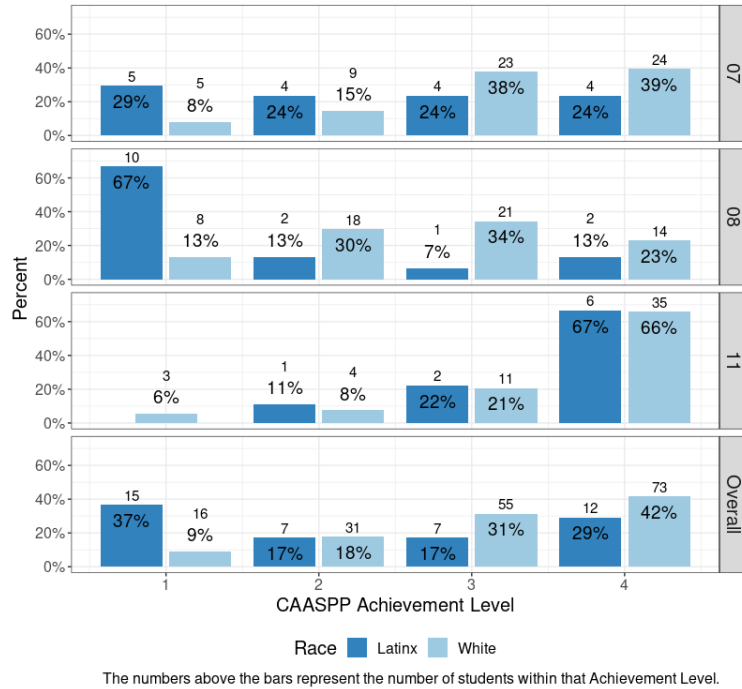2023 Math Results

Figure 4: 2023 CAASPP Data by Ethnicity (Subgroups: Latinx, White) - Math, Grades 7, 8, 11, and Overall

When comparing the Math CAASPP performance of students who are Economically Disadvantaged (ED) to their peers, PCS noted significant differences, with 55% of ED students meeting or exceeding standards and 69% of non-ED students meeting or exceeding standards. Differences and gaps were most significant in grade 8 (22% ED and 53% non-ED students meeting or exceeding standards).

Pacific Collegiate School CAASPP Results
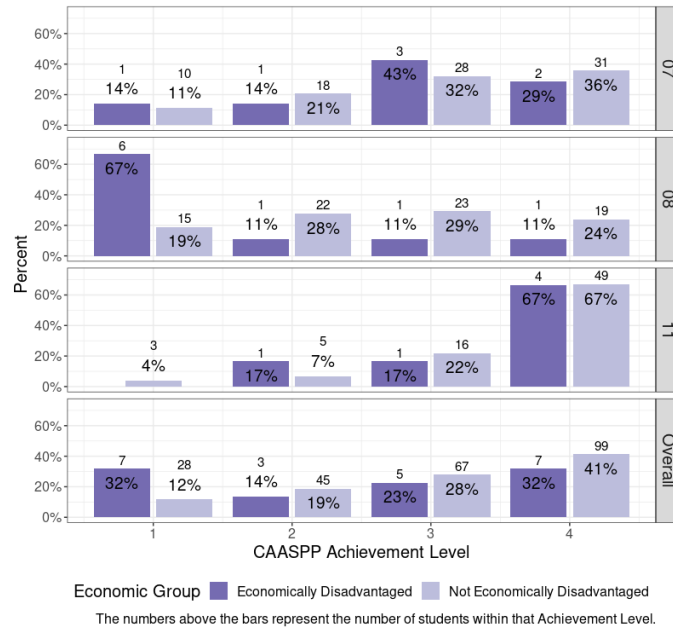2023 Math Results Based on Economic Group

Figure 5: 2023 CAASPP Data - Economically Disadvantaged Subgroup - Math, Grades 7, 8, 11, and Overall

9

Class of 2023 CAASPP Cohort Analysis

Annual analysis of CAASPP scores for Class of 2023 graduates revealed relatively consistent levels of student mastery of standards over time. Prior year cohort studies of the graduating Classes of 2020, 2021, and 2022 indicated that the number of students who meet or exceed standards increased significantly for each year during the span of students' study at PCS. This growth trend was true for all subgroups of students. PCS will continue to work to eliminate gaps and ensure that all students are moving toward meeting or exceeding standards during their time at PCS.
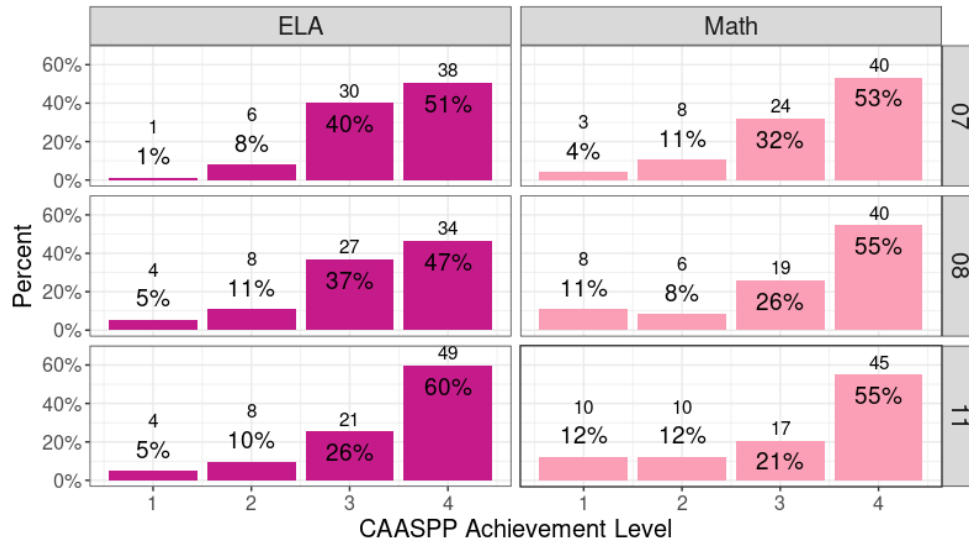
Figure 6: Class of 2023 CAASPP Cohort Analysis Data - ELA and Math, Grades 7, 8, and 11

Equity Analysis of CAASPP Results

Using the CAASPP data comparison tool available on Santa Cruz County Office of Education's Data Visualization Portal to analyze data from significant subgroups of PCS students. As the graphs below demonstrate, PCS student results reflect learning loss and gaps similar to those throughout California and Santa Cruz County. However, we were pleased to note that 2022 and 2023 results demonstrate rebounding growth for students in all subgroups. We continue to focus on minimizing and eliminating gaps for traditionally underrepresented groups at PCS.
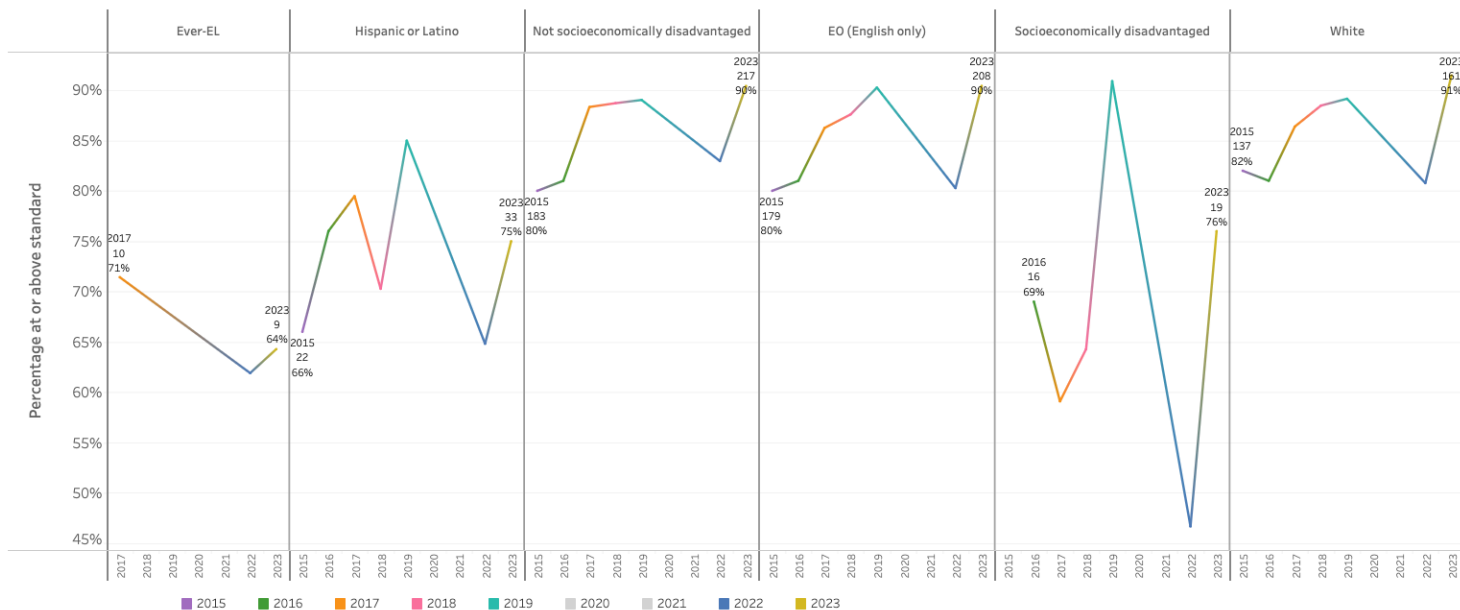
Figure 7: Equity Analysis of ELA CAASPP Results using SC COE Data Visualization Portal
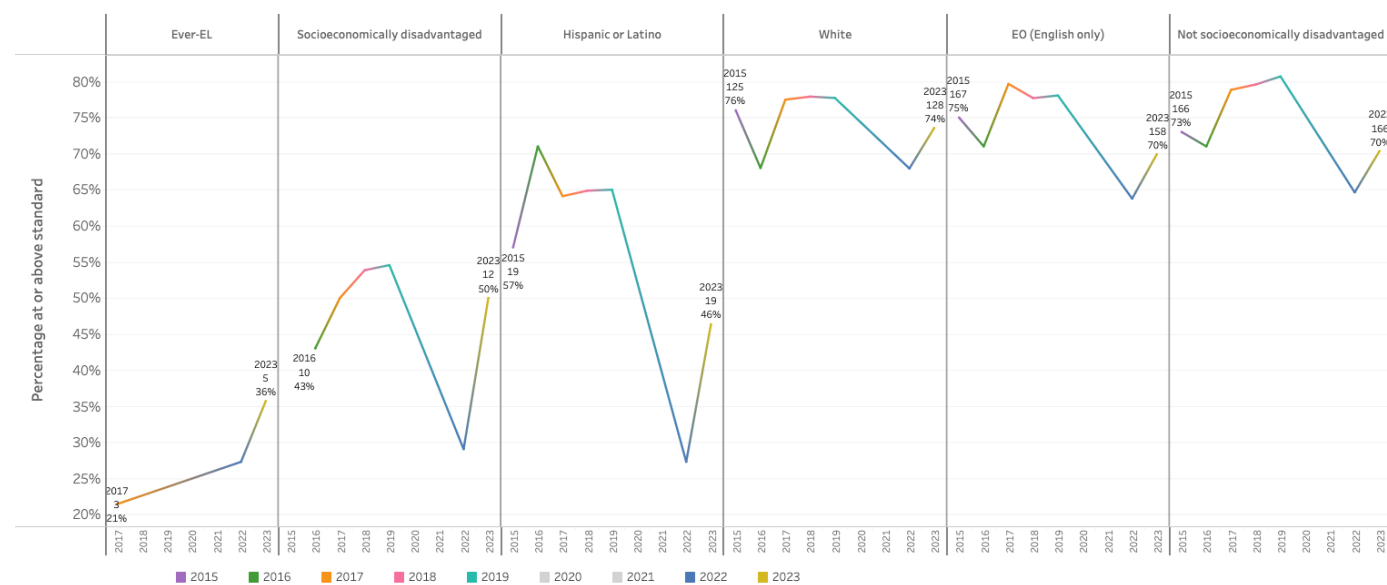
Figure 8: Equity Analysis of Math CAASPP Results using SC COE Data Visualization Portal

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.

AP Scores across all AP exams
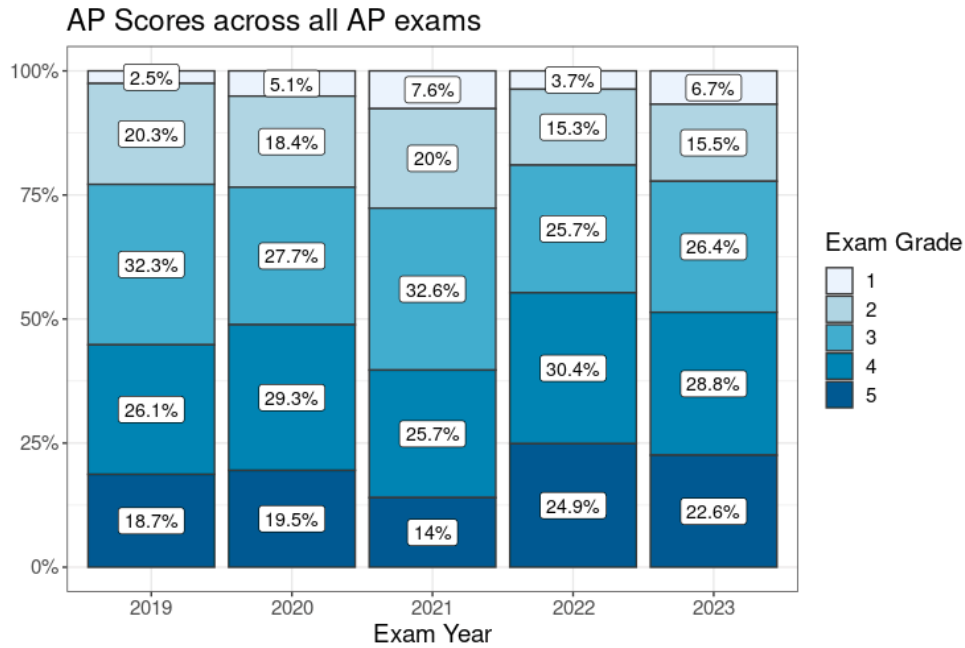
Figure 9: Advanced Placement Data (2019-2023)

Additional PCS AP Exam Information (2019 - 2023)

Test Year	Total Tests	Average Score	Percent Tested
2019	433	3.4	74
2020	610	3.4	88
2021	564	3.2	82
2022	595	3.6	84
2023	625	3.5	82

Table 1: AP Exam Participation for all PCS students (2019-2023)

PCS AP scores for 2023 demonstrate that PCS students continue to excel on AP exams. In order to graduate, PCS students must take AP World History, AP United States History, one AP English class, and at least one AP Science class. The results from these exams place PCS as one of the top performing schools in the state and the nation (see the results for 2023 in Figure below) for equity and excellence. The majority of students who took AP courses were able to successfully pass at least one of their exams and, in most subjects, score close to or significantly better than the overall average of students taking the tests state-wide. PCS was proud to receive Platinum recognition on the 2023 AP Honor roll for "developing an AP program that creates a college-going culture and gives students opportunities to earn college credit and to maximize their college outcomes." PCS was also honored with the 2023 AP Access Award for "ensuring AP coursework is equally available to students, no matter their backgrounds."

12
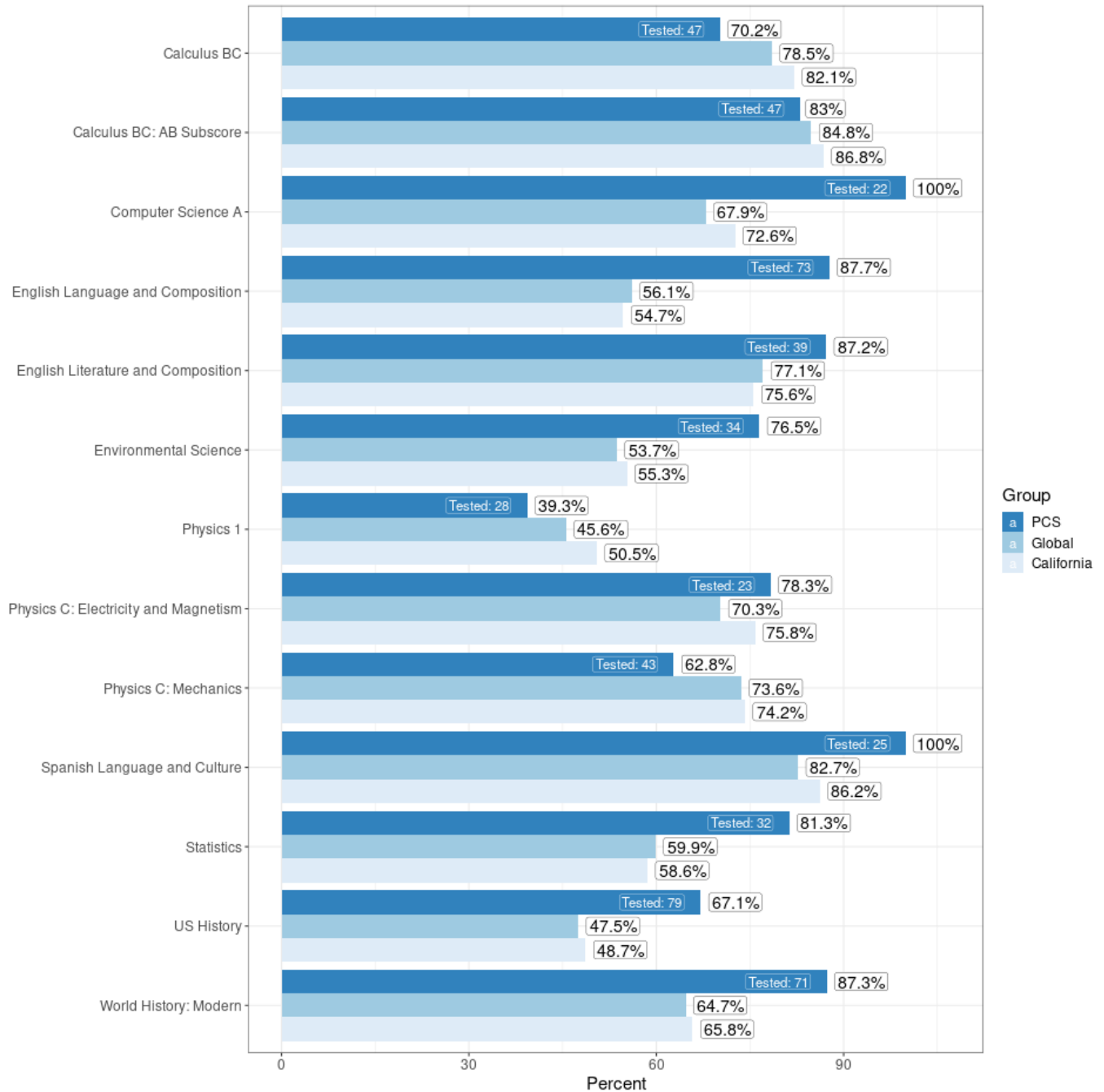
Figure 10: Percent of students earning a 3,4, or 5 on AP Exam - Comparison of PCS to CA-wide and Global performance by Test Subject.

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 score out of 2400.

PCS Class of	Evidence Based Reading and Writing	Mathematics	Total
2018	679	683	1362
2019	642	629	1271
2020	627	613	1240
2021	668	642	1310
2022	679	685	1364
2023	676	656	1332
2023 (National Avg.)	529	521	1050

Table 2: SAT data for PCS Graduating Classes 2018 -2023, with Comparison to the National Average (2023)

Overall, students at PCS 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 students. While standardized tests do not paint the entire picture of academic excellence at PCS, these exams are an external metric that validates the strength of our program and curriculum.

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

College Admissions

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

		2018	2019		2020		2021		2022		2023	
		%	#	%	#	%	#	%	#	%	#	%
2-year college		20%	13	15%	24	28%	17	19%	11	14%	11	13%
4-year college		73%	74	83%	56	66%	71	81%	63	82%	63	75%
Military		1%	-	-	-	-	-	-	-	-	-	-
Non-US college		1%	-	-	-	-	4	4.5%	1	1%	1	1%
Gap/Year off		6%	1	1%	4	5%	-	-	3	4%	9	11%

Table 3: College Admissions Data for PCS Graduating Classes (2018-2023)

Progress Towards Goals

Local Control Accountability Plan (LCAP) Goals

Pacific Collegiate School met or exceeded goals as outlined in the LCAP. In particular, the 2022-2023 Annual Update for LCAP highlights a variety of ways PCS provides access to high quality college preparatory resources to all students:

- Focusing on success of First to College students through increased academic counseling, outreach to parents, and targeted academic support.
- Providing free test preparation classes for the PSAT, SAT, and ACT for all PCS students.
- Increasing the opportunities for students to engage in college level research during high school.
- Providing 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.
- Focusing 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.
- Ensuring parent participation through Board and school committee membership.
- Maintaining high student engagement and attendance.
- Maintaining a highly qualified and effective faculty and staff.
- Maintaining a school facility that is safe and supportive of the PCS learning environment.
- Providing access for all students to Advanced Placement classes.

The current PCS LCAP (Appendix C) is aligned to our recently revised vision, mission, and values statements and the 2021-2026 Strategic Plan. Our community is committed to ensuring that PCS continues the tradition of excellence that has earned us a reputation for academic excellence, and that the opportunities that a PCS education affords are available to all students. Working with equity and access as our "true north", the PCS LCAP outlines goals aimed at eliminating educational barriers and ensuring that our outstanding program leads to excellence for all.

Western Association of Schools and Colleges (WASC) Accreditation Goals

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, WASC visits were postponed, and our Self-Study and WASC site visit have been rescheduled for Spring of 2024. PCS is currently in the process of conducting a self-study in anticipation of our accreditation visit in Spring 2024.

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 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

15

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.

School Culture and Climate Data

School Attendance

PCS student attendance and enrollment have been consistently strong, as shown in the tables below. The administration actively communicates with students and parents about the importance of school attendance, both in regards to academic success and school funding. PCS attendance rates increased during distance learning, remaining above 99% during distance learning in the 2019-2020 and 2020-2021 school years. Upon returning to in-person learning full-time, PCS attendance rates for 2021-2022 and 2022-2023 remained strong, as indicated below:

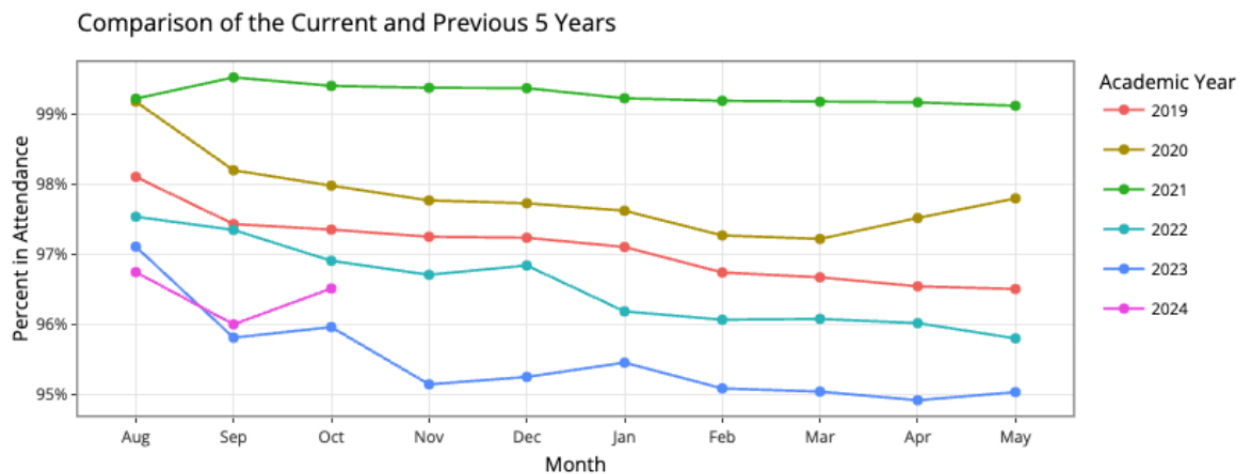*Figure 11: Attendance Rates (2018-2019 to present)*

	Grades 7-8	Grades 9-12	Total School
Enrollment (CBEDS)	188	363	551
Annual Attendance Rate	99.34%	98.99%	99.11%

Table 4: 2021-2022 PCS School Attendance data

16

	Grades 7-8	Grades 9-12	Total School
Enrollment (CBEDS)	189	344	533
Annual Attendance Rate	95.51%	94.61%	94.93%

Table 4.1: 2022-2023 PCS School Attendance data

In recent years, student attrition at PCS has been reduced across most grade levels. This is in large part due to school wide initiatives 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. However, it is worth noting that like many schools in Santa Cruz County (and across California), PCS has experienced increased volatility and declining enrollment. We hypothesize that this may be partially related to lingering effects of the coronavirus pandemic, as well as other factors.

Led by the Head of School, PCS is conducting an enrollment and attrition study to better understand trends that may be contributing to movement from PCS to other local schools. PCS looks forward to collaborating with Dr. Sabbah and other COE staff to share data and insights into student enrollment trends at our school and throughout Santa Cruz County.
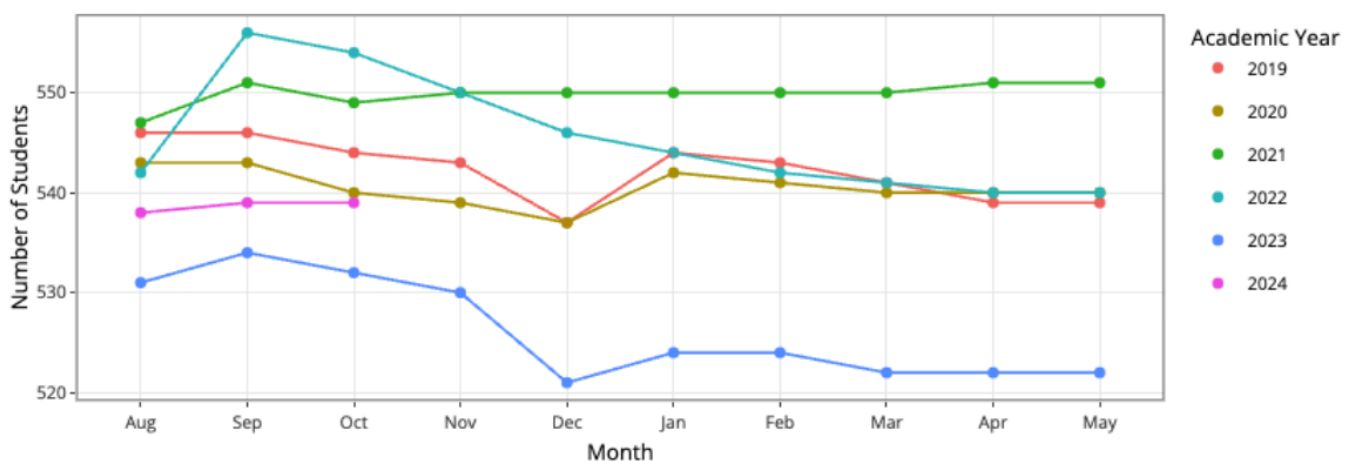
Figure 12: PCS Total Enrollment (2018-2019 to present)

First to College Students

The following table shows the enrollment and attrition of First to College students, beginning with the Class of 2017. 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.

In an effort to continue to decrease our rates of attrition we will continue to collect quantitative and qualitative data from our first to college students and their families to see what supports are working and what additional supports are needed. Additionally, as we continue to build our AVID program we anticipate that our ability to support First to College students will improve.

Class of	FTC - siblings	FTC - preference	FTC - general lottery	FTC - transferred	FTC-current	FTC - graduated
2017	0	6	3	4	-	5
2018	0	6	5	9	-	2
2019	2	6	4	4	-	8
2020	0	6	2	2	-	6
2021	1	6	1	2	-	6
2022	1	7	0	5	-	3
2023	1	6	0	3	-	4
2024	2	7	1	3	7	-
2025	3	11	2	1	15	-
2026	3	15	3	2	16	-
2027	4	11	0	1	12	-

Table 6: First to College Student Enrollment by Graduating Class (Class of 2017 to Class of 2027)

School Experience Surveys

Pacific Collegiate administers annual experience surveys to gather input from our educational partners and staff. Students take surveys in their courses each year to provide feedback for teachers. Students, teachers, staff, and families are surveyed about their overall experiences and perspectives on the school once each year. In January 2021, we introduced a new comprehensive survey to collect information from each stakeholder group about their experience at school and school culture, and used these surveys as one source of input for strategic planning. Participation rates for our initial surveys were very high: 50% of students, families of 67% of students, and 75% of teachers and staff completed the surveys during the first year of implementation. In January of 2022, 87% of high school students, 94% of middle school students, 57% of families and 60% of teachers and staff completed surveys.

Aggregated results of the surveys are discussed amongst the faculty, staff, and Board and also shared with the entire PCS community. The surveys were essential in the development of the 2021-2026 Strategic Plan.

Experience surveys in 2021-2022 and 2022-2023 pointed to the following areas for continued 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 form meaningful relationships and 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.

- Additional opportunities and resources for families and caregivers to support students.

18

The PCS Board, administration, and staff use areas identified through annual stakeholder experience surveys in the drafting of the 2020-2025 PCS Diversity Plan, the development of Head of School and school goals, and the development and review of annual LCAP goals, which reflect aligned areas for improvement.

Suspension Data

As part of our 2021-2026 Strategic Plan and 2020-2025 Diversity Plan, PCS has been working to expand and implement a Multi-Tiered System of Support (MTSS) for students. This includes expanded counseling services, as well as additional behavioral supports for students who need them to most successfully access their educational program. This work has also included training for teachers and staff in culturally responsive pedagogy, and restorative practices to repair harm. PCS is also in the initial phases of creating a system for Positive Behavior Intervention and Support (PBIS) to encourage pro-social behavior and minimize suspensions and other disciplinary measures that interrupt learning.

PCS Annual Suspension Data

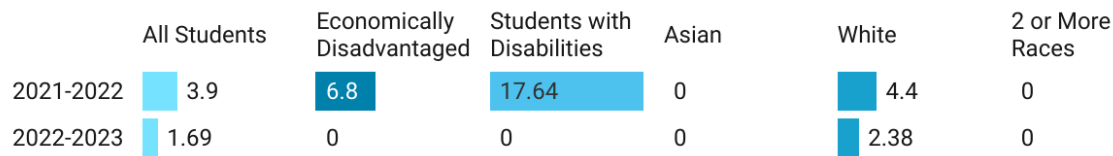|	All Students	Economically Disadvantaged	Students with Disabilities	Asian	White	2 or More Races
2021-2022	3.9	6.8	17.64	0	4.4	0
2022-2023	1.69	0	0	0	2.38	0

Figure 13: PCS Annual Suspension Data (2021-2022 and 2022-2023)

19

Diversity, Equity, and Inclusion - Plan and Progress

Cultivating a safe and welcoming school community for students from diverse, racial, linguistic, and socio-economic backgrounds is an integral part of the equity and inclusion work underway at PCS. We continue to improve our channels for receiving feedback from all members of our community, particularly voices who have not been given as much weight in the past. Through continued partnership with our students, their families, and community organizations, we are working diligently to remove historical barriers that have made PCS and college less accessible for first-generation, low-income, and racially minoritized populations.

PCS has utilized a multi-year Diversity Plan to guide its ever-expanding equity efforts. Beginning in 2014, PCS created a part-time Outreach Coordinator position to foster positive community relationships and created a lottery preference for First to College (FTC) students. In 2019, as part of our Charter renewal process, we expanded lottery preferences to include a greater number of FTC students, as well as providing preference to economically disadvantaged students. We also began work to significantly expand our academic and social emotional student support.

Through an initial revision of our hiring practices, we have been working to create diverse hiring panels, to ensure that educational partners from all levels have input regarding school staff and leadership. As our understanding of equity work deepened, the Head of School and Board of Directors expanded the part-time Outreach Coordinator role to a full-time Director of Diversity, Equity, and Inclusion (DEI) position, and added a full-time Bilingual Community Liaison and English Language Coordinator role to support PCS students and families. To expand our capacity to support students' social-emotional needs, we hired a full-time School Counselor, and contracted with Encompass Community Services, to increase the number of counselors on campus to support the mental health and wellness of our students.

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 a variety of academic programs and targeted intervention and support systems; (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 currently identify as 50.00% women, 7.14% Native American/Native Alaskan, 7.14% Asian Indian, 7.14% Filipino, 14.29% Japanese, 14.29% Black/African American, and 50% White (14.29% prefer not to disclose race/ethnicity). It is a goal to continue diversifying this board

across socio-economic lines in addition to gender and race. The PCS Board participates in DEI training annually. Recent topics have included:

- Sociosystemic Organizational Development
- Leveraging Active Listening in DEI Work
- Understanding the History of Santa Cruz County
- Unpacking Biases & Grappling with Challenging Narratives

DEI Taskforce

Led by the Director of Diversity, Equity, and Inclusion and the Head of School, the DEI Taskforce has been formed to continue as an advisory committee designed to support the implementation of portions of the strategic plan that address equity and inclusion at PCS. Currently, our DEI Taskforce is composed of student leaders, parents, a community representative from the Santa Cruz County Office of Education, teachers, classified staff, as well as administrators, and Board members. This Taskforce will continue to explore avenues for gathering additional voices, particularly from our parent community.

In alignment with the PCS Strategic Plan (2021-2026) and the corresponding Year 2 Action Plan, two priority goals of the DEI Taskforce for 2022-2023 included:

- To develop an Equity by Design Framework
- To provide critical feedback and recommendations for an expanded student recognition system.

The development of an Equity by Design Framework will ground PCS in the essential values, structures, policies and practices needed to create more equitable learning experiences and outcomes. In order to make sure that we are being responsive to all community members, we have invited people from different identities, perspectives, and backgrounds as co-designers. In order to build a responsive Equity by Design Framework, we have been conducting an equity audit to assess strengths and areas for improvement. As a team, the taskforce identified six categories to guide our audit. They include:

- **WHOLE** (Wellness, Healing, Opportunity, Learning and Equity) and culturally-proficient staff and faculty
- Inclusive School culture and policies
- Culturally relevant curriculum
- Student-centered academic learning and leadership
- **WHOLE** resources for students and families
- Engaged PCS and Santa Cruz community

For each category, the team agreed upon a set of guiding questions to help determine which data points will be most supportive to planning. Because the process for developing this EbD Framework is nuanced and recursive in nature, this will be a multi-year goal that continues to inform DEI work at PCs even as its core components are coalescing into the final framework.

The graphic below represents key components of the Equity by Design process. The graphic below is also an outline for how we will introduce new initiatives, curriculum, etc. to our school community and evaluate their effectiveness.

The second focal point of the DEI Taskforce was creating a proposal to expand the current student recognition system. Historically, PCS has formally recognized students in the following ways: Valedictorian, Salutatorian, State Seal of Biliteracy, Advanced Placement Scholar Awards, National Merit Scholars, Presidential Community Service Award, and Department Awards given out to Senior students on Student Recognition Night prior to graduation. In order to ensure that we are recognizing students in a wide variety of ways, we sent out a survey to determine what types of things students want to be recognized for and to understand what they would like recognition to look like. The taskforce was able to collect feedback from 52% of the PCS student population. Survey results showed that students wanted to be recognized across these main categories:

- Positive Habits of Mind
- School Culture & Climate - particularly, our school values
- Extracurricular Activities (sports, performing arts, visual arts, internships, etc.)
- Academics

Student feedback showed that students want to be involved in nomination processes, particularly those related to students who are living into one or more of the school values. Using student feedback, the DEI Taskforce created a proposal that was approved by the PCS Board in Spring 2023. This year, the taskforce will monitor the progress of and provide feedback on the implementation of this plan over the course of the 2023 - 2024 school year.

2020-2025 Diversity Plan Goals

Goal A: Recruit More Diverse Student Populations
In alignment with the goals of the 2020-2025 PCS Diversity Plan, the current PCS Charter outlines

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 or reduced-price meals.

These expanded preferences yielded promising results in the initial year of implementation (2020), when PCS welcomed a more diverse 7th grade class: 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). Since that time, we have struggled to enroll students to meet the criteria of the 30% lottery preference intended to enhance diversity at PCS. The struggles that we have had with diversifying our student population can be attributed to a number of different factors including:

- Movement of lottery information sessions to zoom in pandemic years in order to prioritize public health, and reduce COVID transmission when issues related to internet and technology accessibility may have impacted participation in these information sessions.

- Historically negative perceptions about PCS school culture and climate, particularly for BIPOC students, low-income students, and/or students with learning differences.

- A continued need to bolster supports and services for our minoritized student populations (e.g., BIPOC, low-income, students with IEPs).

- Declining enrollment across Santa Cruz County schools generally.

- Transportation challenges exacerbated by the increasing costs of housing in Santa Cruz County and neighborhoods adjacent to PCS.

As a result, our growth in this area has been somewhat slower than desirable, and the 7th grade class of 2023 reflects the following demographics: 1% Native American or Pacific Islander, 7% Asian, 17% two or more races, 20% Latinx, and 55% White (45% students of color).

Schoolwide, PCS continues to make slow but incremental progress toward our goal of demographic parity with the surrounding community, as is reflected in the figure below.
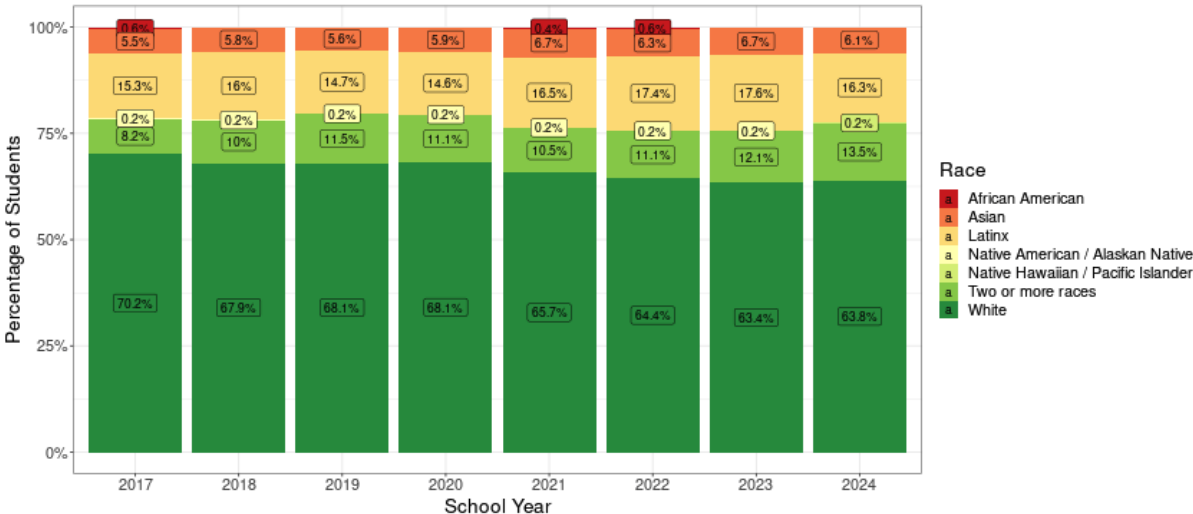

Figure 9: 2023-2024 Student Population by Race/Ethnicity.

In response to the community outreach challenges PCS has faced recently, we have expanded our plan to include the following efforts:

- Continuing to build on partnerships with community organizations such as Jovenes Sanos, Davenport Community Resource Center, Nueva Vista, and Barrio Unidos. We

have begun to explore opportunities to share resources (namely student volunteers) in order to support distribution at food pantries and tutoring for elementary and middle school students. As our relationships deepen, we continue to seek ways for PCS to support the incredible missions of these community organizations; this will in turn increase visibility of the school throughout Santa Cruz, and provide positive opportunities to interact with current students and staff.

- Revising outreach materials to ensure they are Bilingual and visually appealing

- Tabling at community events (i.e. farmers markets, conferences etc.)

- Creating bilingual ads to put in local newspapers informing the public about the lottery information sessions and application deadline.

- Hosting in-person lottery information sessions in Watsonville, Live Oak, Downtown Santa Cruz, Davenport, and the Beach Flats (areas that we know have higher racial and ethnic diversity demographics).

- Providing an opportunity for families to submit lottery applications at each information session, which they can elect to do using paper or a computer.

- Working in collaboration with our Parent Volunteer Association (PVA) to engage in targeted outreach and the development of specialized systems of support to our linguistically, ethnically/racially, and/or socio-economically diverse families. It is our hope that through this work, families' sense of belonging will increase and they will feel empowered to share their experience with other families throughout the county that have yet to join our school community.

In addition to working to address barriers to community outreach, we also realize that by improving our mechanisms for supporting the ethnically, racially and linguistically diverse students we currently have, we can slowly shift some of the negative perceptions about PCS.

Goal B: Build Mechanisms of Student Support
The 2020-2025 PCS Diversity Plan and current charter outline a commitment to building multi-tiered systems of support (MTSS) to ensure that all students have what they need to be successful at PCS, with a particular interest in ensuring the success of traditionally underserved students.

As the coronavirus crisis interrupted and complicated the work of schools in recent years, PCS recognized that the additional burdens and challenges of the pandemic disproportionately affected traditionally underrepresented students. As previously mentioned, PCS took a variety of measures to ensure educational equity.

Since last year's update, PCS has further enhanced student services, and made progress toward Goal B in the following ways:

- Refined the work of the Student Support Advocacy Team (SSAT). The team members that support this work include the Vice Principal, 504 Coordinator, Director of DEI, Dean of Faculty, College Counselor, 504 Coordinator, Bilingual Community Liaison, Social-Emotional Counselor, and the Director of Special Education. This working team collaborates to create resources and professional development to build teacher capacity to implement Tier 1 interventions. This team also recommends individualized interventions for students who have been referred by their teachers for Tier 2 or Tier 3

support. As the capacity of SSAT continues to grow, it will incorporate regular review of schoolwide attendance and discipline data, in an effort to better understand and accommodate the needs coming up for our students.

- Developing a clear behavior management system that aligns with our school policies.

- Expanded services for English Learners (EL) and students that have been Reclassified Fluent English Proficient (RFEP), including peer, intern, and professional tutoring support during the school day. Engaging teachers representing all academic departments in EL Achieve's *Constructing Meaning* training, to build capacity for integrating support for English Learners across the curriculum.

- Expanding academic intervention and support programs, including volunteer and peer tutoring, revised Academic Academy program to provide targeted support.

- Increased contract with Encompass Community Services to expand our capacity to provide a greater number of students with individual and small group therapeutic support.

- Continue support of student leaders to maintain and expand the impact of identity alliances and affinity spaces including: BIPOC Unity Group, Queer Intersectional Alliance, Trans/Non-binary Alliance, Black Student Union, Latinx & Hispanic Heritage Student Union, and FemCo.

- AVID training and cooperation with AVID regional team regarding program implementation and plans to expand support for First-to-College students in future.

PCS is engaging Faculty and Staff in professional development for 2023-2024. The DEI Director provides a monthly list of recommended learning opportunities for professionals, students, and their families.

PCS teachers and staff will also be deeply engaging in one of four professional learning strands, focused on increasing faculty and staff capacity to support all learners through Universal Design for Learning (UDL), integrating English Language Development (ELD) strategies, and implementing anti-racist and equity-minded learning in all classrooms, and Social and Emotional Learning (SEL).

- **Diversity, Equity, and Inclusion:** DEI focused professional learning in 2023-2024 has or will include:
    - Continuing training on anti-racist education and culturally responsive teaching/curriculum
    - Ongoing practice in responding to and preventing microaggressions
    - Active and empathetic listening strategies
    - Implementing restorative justice practices

- **Universal Design for Learning:** UDL focused professional learning in 2023-2024 has or will include:
    - Introductory training to improve understanding of UDL based on the three principles: engagement, representation, and action and expression
    - Identify UDL instructional strategies
    - Implement UDL teaching practices as evidenced in a UDL lesson plan template

- **Social Emotional Learning:** SEL focused professional development has or will include:

25

- Introductory training to support educators to identify and respond to student in crisis
- Developing and maintaining appropriate professional boundaries to reduce caretaker burn-out
- Integration of social-emotional learning opportunities into the general education classroom
- De-escalation strategies

- **Supporting English Learners:** Integrated ELD focused professional learning in 2023-2024 has or will include:
  - Attending the *Constructing Meaning* training by E.L. Achieve
  - Ongoing 1:1 coaching and instructional rounds for general education teachers to support implementation of integrated ELD strategies
  - Learning how to actively support the engagement and success of all students
  - Using effective strategies to teach vocabulary, structured student talk, structured note taking and writing for understanding.

Since 2020, 10 PCS Faculty members have participated in Advancement Via Individual Determination (AVID) training to support implementation of AVID strategies and supports. This team is also collaborating with AVID regional liaisons to plan for program expansion, including an AVID elective course.

Goal C: Recruit Diverse School Leadership and Staff

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.

School leadership is currently the most diverse in PCS history, with a woman Head of School, a Chicana Director of Special Education, a Black Latinx woman Director of DEI, a Black woman College Counselor, a Mexican American male Vice Principal. Our Board of Directors has included 50% women and 50% people of color from 2021-2023.

In alignment with the important goal of recruiting and supporting diverse school leadership and staff, PCS continues to conduct research to identify financially sustainable job posting platforms that specifically target BIPOC employees. We continue to work with local education programs including UCSC and CSUMB to develop educator pipelines and attend hiring events. In addition to identifying new avenues to advertise employment opportunities, the Senior Business Administrator and Director of DEI are collaborating to finalize the policies and processes necessary to create equitable and inclusive hiring, onboarding, and employee support programs. To further attract diverse applicants, we have recently revised our website and are working on updated recruitment materials, with a special eye towards language that emphasizes equity and that visually represents the diversity of our community.

For example, to decrease the chances of implicit bias impacting the hiring process, PCS has created interview rubrics with specific criteria aligned to each position. Additionally, PCS has adopted the use of interview panels composed of a variety of educational partners as a means of ensuring diverse perspectives representing a variety of voices in our school community. PCS

also follows standard fair hiring practices, such as ensuring that uniform questions are asked during interviews and reference checks.

Recognizing the financial barriers that exist for educators seeking to live and work in Santa Cruz County, the PCS Board of Directors and the Head of School have worked with our teachers' union to negotiate fair and financially sustainable compensation increases for PCS faculty and staff. In addition, the Pacific Collegiate Foundation has established and seeded an endowment fund aimed at contributing to the long-term financial sustainability of the school.

Goal D: Build an Inclusive and Supportive School Culture

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

PCS has made progress toward Goal D in the following ways:

- Providing professional development to support teachers in culturally respectful and responsive education that communicates safety to all students

- Expanding dedicated staffing to include Director of DEI, EL Coordinator, Bilingual Liaison, School Counselor, Data Analyst.

- Engaging teachers in all academic departments in equity-focused review of curricula and instruction, and individual and department goals related to identifying, addressing, and reducing opportunity gaps

- Shifting to platforms for school communications that support translation into other languages, reflecting our commitment to bilingual parent communication and community engagement (especially English/Spanish)

- Providing live Spanish interpretation at school events and meetings

- Providing parent/caregiver education around issues related to antiracism, social justice, and LGBTQ+ needs

- Creating monthly displays and message boards that provide students with information about cultural heritage months

- Training student clubs/organization to uphold inclusion and equity

- Working with diverse student leaders to design cultural/identity celebrations that are non-tokenizing

- Conducting annual student experience surveys to understand what is working for our students and what is still needed
- Creating and supporting students and staff in the creation of affinity spaces to bolster feelings of belonging for all, but with a special eye towards our BIPOC, multi-lingual, and socio-economically diverse community members.
- Expanding therapeutic services to increase our capacity to meet social-emotional needs
- Conducting listening sessions with students and families to inform school policies and procedures
- Creating non-evaluative spaces for students to explore non-academic interests (i.e. Seminar and Homeroom)

Goal E: Refine Data Collection and Assessment

Supported by the work of our data team (Dean of Faculty, TOSA/Data Analyst, Parent/Data Specialist, and DEI Director), PCS is continually improving and refining practices for 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.

As part of the strategic planning process, annual LCAP development, WASC Self-Study and other programmatic reviews, educational partners consider a wide variety of current PCS data. In fact, educational partners prioritized the development and adoption of more comprehensive data systems as a key strategic plan goal that will enable our school community to more effectively measure our progress, including the development of school-wide assessments within subject areas that can be used to track student progress over the course of their student careers at PCS.

We continue to use the SCOIR system for storing and reporting on college preparatory and application data, and are engaging in ongoing work to align and report data efficiently from our learning management systems (Infinite Campus and Canvas).

PCS has expanded the data we collect to understand school climate and culture to include multi-stakeholder climate and culture surveys and engaged hundreds of educational partners in surveys, focus groups (in both English and Spanish), and listening sessions as part of our comprehensive strategic planning process in 2020-2021. These efforts will continue to be refined in alignment with strategic goals outlined in the 2021-2026 strategic plan (see appendix), to ensure that PCS is aware of and responsive to the needs in our community.

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 and PCS currently holds $2.4M 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.

Appendices

REIMAGINING PUBLIC EDUCATION

Pacific Collegiate School Strategic Plan
2021-2026

31

PCS inspires students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community of care, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevant learning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.

OUR MISSION

Our Values

Inclusion and Belonging	Fostering and maintaining an inclusive and anti-racist school culture that welcomes, supports, and celebrates all members of our diverse community.
Relationships	Creating and nurturing supportive relationships among students, families, teachers, staff, Board members, volunteers, and community partners.
Creativity	Encouraging innovation, self-expression, and expansive thinking.
Learning	Pursuing academic excellence, whole student development, and intellectual curiosity.
Integrity	Reflecting the importance of honesty, ethics, openness and respect.
Responsibility	Fostering a sense of mutual care and active engagement in our school, local, and global communities.
Accountability	Demonstrating personal and institutional responsibility for student learning, ethical conduct, and our shared vision, including through meaningful stakeholder engagement.

4

5

Excellence for All: Goals, Initiatives & Metrics of Success

Goal 1: In order to forefront equity, opportunity, and excellence for every student, we will implement the following initiatives:

1. Develop and implement an Equity by Design Framework to guide and evaluate all aspects of PCS policies, practices, and programs through an equity lens.
2. Develop accountability structures and metrics for all faculty, staff, and departments (e.g. SMARTIE goals, reporting and complaint systems) to ensure decisions and actions aligned to PCS vision, mission, values and Strategic Plan.
3. Develop and support student agency through engaging all students in developing and reflecting annually on Personal Learning Plans (PLPs) with expanded definitions of success including a service learning component advanced through opportunities such as internships, job shadowing, and community involvement.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Equity by Design Framework is utilized (i) to produce a retrospective audit/report for changes in policies and programs and (ii) to assess and inform all new programs and policies.

- All PCS faculty, staff, and departments set goals, receive ongoing feedback, and are evaluated with PCS vision, mission, values and SMARTIE goals as components of performance management.

- Every student at PCS has a PLP which guides academic, service, and other learning goals.

37

Excellence for All: Goals, Initiatives & Metrics of Success

Goal 2: In order to remove barriers that inhibit student success, we will implement the following initiatives:

1. Develop data-driven systems for identifying inequities and work with the Head of School to explore and deploy strategies for removing barriers to success.

2. Develop and implement a comprehensive system of common assessments, metrics, and tools (e.g. rubrics) to help teachers and students measure and document individual learning and achievement over time.

3. Develop systems to support the consistent use of student & school data, and comparative data (e.g. internal, surrounding community, state, and national) to inform decision-making at all levels.

4. Reassess proposal and plan for 6th grade expansion with the Santa Cruz County Office of Education (SCCOE) and submit if feasible.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Student learning outcomes (across summative, formative and whole child outcomes) close equity gaps across lines of difference (e.g. gender, ethnicity, free and reduced lunch (FRL).
- PCS uses common assessments, metrics, and tools that help teachers and students measure individual learning over time and document their progress.
- PCS uses an integrated system that allows faculty and staff to consistently access and use student, school, and comparative data in support of a framework and culture of data-driven instruction and continuous improvement for equity and excellence.
- If feasible, 6th grade expansion approved and implemented.

38

Excellence for All: Goals, Initiatives & Metrics of Success

Goal 3: In order to refine PCS curriculum and instruction to ensure historically & culturally relevant and anti-racist education within a premiere college-preparatory program, we will implement the following initiatives:

- Explore new pathways for advancing an inclusive, equity-focused and innovative college preparatory education (e.g. exploring continued relevancy of AP model, or alternatives such as International Baccalaureate and/or implementing a Spanish Heritage program).

- Align instructional practices to close equity gaps and meet diverse learner needs through inclusive and culturally responsive pedagogy and using a Universal Design for Learning (UDL) approach to instruction.

- Integrate developmentally appropriate opportunities for students to develop their own identities and appreciate the identities, experiences, and perspectives of others within diverse social, political, and cultural contexts and communities.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- By the 22-23 school year, PCS will have assessed curriculum, including alternative options to the AP model, with a work group that will generate recommendations regarding PCS' academic program for future years.
- Classroom observation and walkthrough data will reflect consistent evidence of culturally responsive pedagogy, UDL, and effective Tier 1 instruction and support.
- Student experience surveys report improvement on indicators aligned with core values and mission/vision elements such as change maker orientation.

39

Priority 2: School Climate and Culture

We will build a community of care intentionally rooted in PCS values that fosters a sense of belonging and prioritizes an optimal learning environment for all by advancing the following goals:

Providing robust systems of support for diverse learner needs to close equity gaps and ensure the success of every student.

Creating a strong sense of safety and community belonging through programs to welcome, engage, and support all members of the school community.

Elevating student voice, experience, and agency by cultivating diverse student leadership, and providing a variety of opportunities for student involvement and more inclusive recognition systems that celebrate progress not privilege.

Exploring options for expanding PCS facilities to provide enhanced student experience

PACIFIC COLLEGIATE SCHOOL

10

40

School Culture & Climate:
Goals, Initiatives & Metrics of Success

Goal 1: In order to provide robust systems of support for diverse learner needs to close equity gaps and ensure the success of every student, we will implement the following initiatives:

1. Enhance Multi-Tiered Systems of Support (MTSS) to address students' academic and social-emotional needs through universal screenings, external audit & improvement of IEP/504 programs, and additional support services.

2. Expand academic and social-emotional/mental health support and intervention programs and services for all students.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS will implement robust strategies and programs to reduce attrition. PCS will have no meaningful difference in attrition or performance across lines of difference.
- PCS will establish baseline stakeholder experience metrics with goals for improvement and review of disaggregated data set annually.
- PCS will create and administer an annual survey for students and families in the 504/IEP programs and set targets for improvement in receiving services to support student needs.
- Students will include a leadership goal in their PLP.

41

School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 2: In order to create a strong sense of safety and community belonging through programs to welcome, engage, and support all members of the school community, we will implement the following initiatives:

1. Enhance welcoming, onboarding, and mentoring experiences for students, families, faculty and staff, and Board members.

2. Create accessible systems for preventing, reporting, and responding to conflicts, complaints, and concerns and conduct training to support effective implementation.

Five Year Metrics of Success

- PCS will implement robust strategies and programs to reduce attrition. PCS will have no meaningful difference in attrition or performance across lines of difference.
- PCS will establish baseline stakeholder experience metrics with goals for improvement and review of disaggregated data set annually.
- PCS will create and administer an annual survey for students and families in the 504/IEP programs and set targets for improvement in receiving services to support student needs.
- Students will include a leadership goal in their PLP.

PACIFIC COLLEGIATE SCHOOL

42

School Culture & Climate: Goals, Initiatives & Metrics of Success

Goal 3: In order to elevate student voice, experience, and agency by cultivating diverse student leadership, and providing a variety of opportunities for student involvement and more inclusive recognition systems that celebrate progress not privilege, we will implement the following initiatives:

1. Enhance opportunities for student leadership and peer-to-peer programs to build community and promote belonging.

2. Create an inclusive and equitable system to recognize and celebrate student progress and achievement, as well as the broad talents of our students.

Five Year Metrics of Success

- See Goals 1 & 2

- PCS will have an equitable recognition program that honors student progress and achievement, student leadership aligned to PCS values, as well as the broad talents and life realities of our students through awards, celebrations and other acknowledgements.

PACIFIC COLLEGIATE SCHOOL

43

School Culture & Climate:
Goals, Initiatives & Metrics of Success

Goal 4: In order to explore options for expanding PCS facilities to provide enhanced student experience, we will implement the following initiative:

1. Determine PCS facility priorities informed by needs and available funding, and pursue securing additional site, if feasible. Perform transportation needs assessment.

Five Year Metrics of Success

- Report on facilities priorities and transportation assessment.
- If applicable, and dependent upon capital campaign, secure additional facilities aligned with one or more priorities.

PACIFIC COLLEGIATE SCHOOL

44

Priority 3: Faculty & Staff Recruitment, Retention, and Development

We will recruit, develop and retain staff, faculty, and leadership reflective of the demographics of our surrounding area, committed to PCS values, and equipped to advance excellence for all students by advancing the following goals:

→ Providing competitive compensation, benefits and additional incentives to make PCS a premier employer in the area.

→ Recruiting & retaining PCS faculty and staff that better reflect the demographics of our county and evolving student body.

→ Cultivating school leaders who practice and model PCS values.

PACIFIC COLLEGIATE SCHOOL

15

45

Faculty & Staff Recruitment, Retention, & Development: Goals, Initiatives & Metrics of Success

Goal 1: In order to provide competitive compensation, benefits and additional incentives to make PCS a premier employer in the area, we will implement the following initiatives:

1. Establish an endowment and pursue additional funding sources to supplement PCS revenues.

2. Explore innovative ways to increase revenue, reduce costs to reallocate resources for compensation of faculty and staff.

3. Create marketing materials and build & execute on communications strategies to share benefits of working at PCS.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Pacific Collegiate Foundation has established an endowment with at least $1M in support and developed and started executing on a plan to raise at least $5M within 10 years, to support strategic-plan aligned priorities.
- PCS makes meaningful progress in offering compensation and benefit packages commensurate with surrounding schools.
- PCS website revamp includes benefits of working at PCS including testimonials reflecting on mission, vision and values.

46

Faculty & Staff Recruitment, Retention, & Development: Goals, Initiatives & Metrics of Success

Goal 2: In order to recruit & retain PCS faculty and staff that better reflect the demographics of our county and evolving student body, we will implement the following initiatives:

1. Establish guidelines and practices for recruitment and hiring in alignment with best practices for recruiting diverse staff.
2. Develop teacher and staff pipelines (including partnering with traditional and alternative certification programs), particularly those aimed at the recruitment and retention of diverse candidates.
3. Increase and diversify recruitment methods including setting clear targets and benchmarks for pool diversity prior to proceeding to hiring decisions, conducting training on all staff making hiring decisions with diversity, equity and inclusion (DEI) focus, and developing policies, aligned with Equity by Design Framework to inform equitable hiring practices.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS will establish baseline staff and faculty experience metrics with goals for improvement and review of disaggregated data set annually; metrics to include: Likelihood to recommend PCS; sense of belonging and connection to the community; opportunities to participate in professional and leadership development; and more.
- Focus groups and surveys of teachers and staff of color report strong levels of job satisfaction, feelings of inclusion, and agency.
- PCS will establish benchmarks for candidate pool diversity and use a variety of recruitment methods and talent pipeline strategies to ensure that candidate pools are consistent with such benchmarks before proceeding to hiring decisions.

47

Faculty & Staff Recruitment, Retention, & Development: Goals, Initiatives & Metrics of Success

Goal 3: In order to cultivate school leaders who practice and model PCS values, we will implement the following initiatives:

1. Refine the role of department chairs and expand other opportunities for instructional and school leadership in alignment with PCS vision, mission, and values including mentorship, instructional coaching, and collaborative action research as part of annual professional growth plans and evaluation processes.

2. Explore options for supporting and financially incentivizing professional learning to develop instructional leadership skills with a view towards eliminating equity gaps and aligned to school goals.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- 100% of PCS faculty and staff engage in annual professional goal-setting and evaluation aligned to school goals.
- 60% of faculty and staff participate in instructional and school leadership opportunities (over the 5 years of this plan).
- 85% of faculty report that PCS has provided effective DEI focused professional learning opportunities to eliminate equity gaps.
- PCS establishes and secures funding for a mini-grant program aimed at cultivating and supporting professional learning and instructional leadership aimed at eliminating equity gaps and aligned to school goals.

48

Priority 4: Family & Community Engagement

We will significantly enhance our engagement with families within our community and with the diverse community of Santa Cruz County and strategically outreach to community partners and potential PCS families as they are essential to the future success of our school by advancing the following goals:

→ Fostering voice, a sense of belonging, and respect in every family through meaningful involvement.

→ Recruiting and supporting a diverse student population.

→ Building meaningful partnerships with a diversity of community groups and organizations consistent with PCS values and strategic goals (e.g. for outreach, fundraising, internships, curricular connections).

→ Cultivating long term connections and involvement of PCS alumni.

PACIFIC COLLEGIATE SCHOOL

19

Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 1: In order to foster voice, a sense of belonging, and respect in every family through meaningful involvement, we will implement the following initiatives:

1. Leverage a variety of communication channels and materials to meet families' individual needs.

2. Provide ongoing parent/caregiver education opportunities accessible to all families within PCS and in the greater Santa Cruz community.

3. Create more leadership/mentoring opportunities for multilingual families.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS will implement an annual communication plan that includes a variety of communication channels and materials (in accessible languages) to effectively reach all families.
- All PCS parents/caregivers report a sense of belonging and opportunities for meaningful engagement in the school community.
- Parent/Caregiver education programs will include offerings that foster voice, a sense of belonging, and respect in every family and at least two annual events open to the greater community.

50

Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 2: In order to recruit and support a diverse student population, we will implement the following initiatives:

1. Create summer programs at PCS available to younger students throughout Santa Cruz County.

2. In close cooperation with relevant affinity groups, create opportunities for authentic, non-essentializing celebration of student and parent identities, cultures, and experiences via a variety of events and media.

3. Update branding and marketing materials to reflect our increasingly diverse community and utilize outreach to public officials, media outlets, local youth engagement organizations, and local leaders.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS student demographics make meaningful shifts to further reflect the surrounding community demographics.

- Established summer programming for community, including potential future PCS students.

- Outreach and recruitment materials and media featuring authentic student and parent narratives.

51

Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 3: In order to build meaningful partnerships with a diversity of community groups and organizations consistent with PCS values and strategic goals (e.g. for outreach, fundraising, internships, curricular connections), we will implement the following initiatives:

1. Actively cultivate opportunities for shared initiatives, programs, and events with a wide variety of community organizations, aligned to our vision, mission, and values with guidelines to ensure reciprocity and mutual respect guided by an Equity by Design Framework.

2. Engage as a regular ambassador and presence at events in the greater Santa Cruz community.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Increased opportunities for internships and service learning.
- Increased corporate giving to PCS.
- At least one annual shared initiative, program, or event co-created with community organization(s).
- Incentive program for attendance by PCS community at greater Santa Cruz community wearing visible PCS "markers" (pins, stickers, totes).
- Head of School report at Board meetings includes regular "community engagement" metrics.

52

Family and Community Engagement: Goals, Initiatives & Metrics of Success

Goal 4: In order to cultivate long term connections and involvement of PCS alumni, we will implement the following initiatives:

1. Increase communication & opportunities for engagement with alumni, including through newsletters, social media, community spotlight stories, and website features. Host alumni events including opportunities for alumni networking and connecting with current students (e.g. as speakers, college and career advisors, tutors, mentors, etc.)

2. Implement an integrated data system to track alumni experience and achievement.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- PCS will improve alumni engagement, as reflected in an annual alumni survey, communications/social media metrics.

- PCS will have a robust alumni directory an database to track alumni including college/career success, community engagement and donor activity.

53

Priority 5: Financial Sustainability

We will assure a thriving future for our school, relying on a sustainable model for school finances and fundraising to identify and support program and facility needs, and to ensure long-term financial stability by advancing the following goals:

→ Developing and executing a development strategy to maintain strong AFD support and raise philanthropic support beyond the AFD for strategic-plan aligned priorities.

→ Exploring additional revenue sources and cost-cutting measures to ensure a balanced budget on an annual basis in light of potentially fluctuating state revenues and rising cost of living.

PACIFIC COLLEGIATE SCHOOL

24

54

Financial Sustainability:
Goals, Initiatives & Metrics of Success

Goal 1: In order to develop and execute a development strategy to maintain strong Annual Fund Drive (AFD) support and raise philanthropic support beyond the AFD for strategic-plan aligned priorities, we will implement the following initiatives:

1. Establish an endowment with Pacific Collegiate Foundation and pursue additional funding sources to supplement PCS revenues.

2. Explore a capital campaign for funding a facilities expansion.

3. Establish differentiated fundraising strategies and cases for support for the donor community, including corporate donations, lead donors, alumni, and foundations.

4. Execute on an AFD fundraising strategy to meet or exceed annual goals.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Pacific Collegiate Foundation has established an endowment with at least $1M in support and developed and started executing on a plan to raise at least $5M within 10 years, to support strategic-plan aligned priorities.
- Develop a capital campaign plan and decide whether to execute based on benefits, constraints and level of efforts.
- Clear plan highlighting the various types of support coupled with metrics on each one of them to measure the success and inform future roadmap.
- AFD consistently raises at least $775K in annual revenue.

55

Financial Sustainability:
Goals, Initiatives & Metrics of Success

Goal 2: In order to explore additional revenue sources and cost-cutting measures to ensure a balanced budget on an annual basis in light of potentially fluctuating state revenues and rising cost of living, we will implement the following initiatives:

1. Proactively manage the budget to look out 1 to 3 years and anticipate changes in levels of revenues at the local, state and national levels.
2. Explore and execute on opportunities to bring in additional operating revenues such as renting the building during off school hours and summer programs.
3. Document and maintain a list of levers to decrease expenses if needed.

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

- Ensure a profitable financial situation that would support PCS's vision and mission while meeting the requirements from external parties such as banks and Santa Cruz County Office of Education.

56

Appendix: Glossary
of Terms

PACIFIC COLLEGIATE SCHOOL

57

GENERAL TERMS

FTC (First to College)	First to College students, also known as First Generation students will be the first members of their family to attend and graduate from college.
SMARTIE Goals	SMARTIE goals - goals that are Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable
FRL (Free and Reduced Lunch)	students whose family income qualifies them for free or reduced priced meals
AP Course	Advanced Placement (AP) courses are those outlined by the College Board in which students engage in college-level work. A score of 3, 4, or 5 on culminating assessments for AP courses may allow students to advance college coursework or earn college credit (as determined by individual colleges and universities).
IEP	An Individual Education Plan (IEP) ensures that a child with a disability identified under the law who is attending an elementary or secondary educational institution receives the specialized instruction, services, accommodations, and modifications to ensure their academic success and access to the learning environment.

PACIFIC COLLEGIATE SCHOOL

28

DIVERSITY, EQUITY, AND INCLUSION TERMS

DIVERSITY	Having different types of people from a wide range of identities, perspectives, and experiences within a school community. DEI - Diversity, Equity and Inclusion (see associated entries)
EDUCATION EQUITY	The moral and civil rights obligation to ensure that students are provided with the tools they need to succeed, regardless of background, race, color, ethnicity, gender identity, sexual orientation, disability, religion, nation of origin, native language, socioeconomic status or any other factor.
EQUITY	Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race), examining biases, and creating inclusive environments in which all students succeed. (Adopted from: National Equity Project)
EQUITY BY DESIGN FRAMEWORK	An equity by design framework directs particular attention to the voices, experiences, and barriers to success for underserved students. It acknowledges that equity doesn't happen by chance but requires intent and focus in all aspects of organizational decision making.
EQUITY GAP	Significant and persistent disparity in educational attainment between different groups of students.
INCLUSION	Putting diversity into action by creating an environment of involvement, respect, and belonging – where the richness of ideas, backgrounds, and perspectives are harnessed and celebrated. (Adapted from Diversity Journal)

PACIFIC COLLEGIATE SCHOOL

29

INSTRUCTIONAL TERMS

504 Plan	A 504 Plan is a plan developed to ensure that a child with a disability identified under the law who is attending an elementary or secondary educational institution - *and who does not require specialized instruction* - receives accommodations that will ensure their academic success and access to the learning environment.
MTSS	A Multi-Tiered Systems of Support (MTSS) is a comprehensive network of leveled interventions and strategies to support students' academic success and social-emotional well-being.
PLP	A Personalized Learning Plan (PLP) is an individually developed outline of a student's academic, personal, and leadership development goals SCCOE - the Santa Cruz County Office of Education, authorizer of the PCS charter.
Tier 1	In an Multi-Tiered System of Support (MTSS), classroom-based learning and supports available to all students are considered Tier 1, with more significant interventions provided in response to student needs in Tiers 2-4.
UDL	Universal Design (UDL) for Learning is an approach to curriculum design and lesson planning to proactively meet the needs of all learners and remove barriers to student success. UDL lessons include multiple modes of representing concepts, a variety of strategies for engaging students with content, and various opportunities for students to express their learning. UDL lessons may also include strategies, supports, and accommodations to address specific learning needs.

PACIFIC COLLEGIATE SCHOOL

30

<p align="center">**Pacific Collegiate School Diversity Status Report and Action Plan (2020-2025)**</p>

I. 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 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 (see Appendix A for relevant data), 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 Diversity, Equity, and Inclusion (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 subgoal 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, Live Oak, 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 Davenport Resource Service Center and 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.

Appendix B: 2020-2025 Diversity Status Report and Action Plan

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 and informational materials for 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. Materials were produced in English and Spanish, with intention to make materials available in 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 and Reclassified Fluent English Proficient students 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, selected instrumental and choral music composed by diverse composers, and developed unit and lesson plans across the curriculum to reflect a strong value for diversity.

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 sixth 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. Specifically, the argument that the addition of a 6th grade would support our diversity goals is strongly supported by the results of a recent study conducted by the Century Foundation, which has been researching and reporting on socioeconomic school integration programs that promote economic and racial diversity as a way of fostering social mobility and social cohesion for more than two decades.[2] Through an analysis of approximately 5,700 charter schools

63

across all 50 states, the study finds that the most common strategy for promoting socioeconomic integration used by districts and charters in California is increasing the number of applicants to the school lottery by using a combination of strategies, most of which include programs purposely designed to ease students' transition into middle school. Adding a 6th grade would significantly ease this transition for many prospective PCS students by eliminating the "double-jump" they currently must endure in attending three different schools for the 5th, 6th, and 7th grades. This change will benefit all students, but especially those FTC students who would disproportionately apply to the PCS lottery from the larger public elementary schools in Santa Cruz County, which do not serve 6th grade students. Accordingly, as part of the 2020 Charter renewal process, the School intends to seek a material revision of the charter that would 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 and math 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[3], PCS has concluded that the most effective approach is to direct its efforts to the 6th Grade and the expansion of the First to 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 underrepresented students, as identified by First to College (FTC) status and/or Free and Reduced Price Meal (FRPM) eligibility (or other diversity-targeted metrics), in order to ease the transition between elementary, middle, and high school for underrepresented 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.

B. **Build Mechanisms for Student Support.** The Head of School will lead efforts focused on 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 and analyzing 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.** If approved as a material revision to the charter, 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 underrepresented students, as identified by First to College (FTC) status and/or Free and Reduced-Price Meal (FRPM) eligibility (or other diversity-targeted metrics), in order to ease the transition between elementary, middle, and high school for underrepresented students and thereby increase the likelihood of their applying to PCS. As part of this initiative, PCS will request a material revision to the charter to create a 6th grade program with up to 44 students.

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.

65

Appendix B: 2020-2025 Diversity Status Report and Action Plan

Adding a sixth grade to PCS through an approved material change to the charter 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 equity/opportunity 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, if approved through material revision of the charter, 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 6th grade program (if approved through material revision of the charter) 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. A five-year longitudinal analysis of PCS feeder schools revealed that 30-40% of PCS 7th grade enrollment feeds from private or small schools that are not as diverse as our surrounding public elementary and middle schools. A closer look reveals that 21% of our enrollment from public feeder schools represents those somewhat less diverse public elementary sites who offer a 6th grade, which means that less than half (49%) of PCS enrollment each year feeds from more diverse public middle schools, after students have attended 6th grade elsewhere. Thus, we believe the lack of a 6th grade at PCS to be a hindrance to achieving parity with our surrounding schools and community.

If approved through material revision of the charter, 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 sixth grade. Developing a 6th grade 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 program into one that encourages true equity, rather than one that simply promotes access as a single step of progress. If approved as a material revision to the charter, 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 sixth 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.

PCS intends to proceed with actions listed above as 2 and 3 regardless of the outcome of our request for material revision to the charter for the sixth-grade. We remain committed to increasing diversity at PCS in the future, and will adjust lottery priorities for underrepresented students, foster positive community partnerships, and continue to explore a variety of outreach efforts towards our goal of recruiting a more diverse student population.

***Goal B*: Build Mechanisms of Student Support.** The Head of School will lead efforts focused on 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.

Appendix B: 2020-2025 Diversity Status Report and Action Plan

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."[4] 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 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."[5] 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."[6]

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 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.

Appendix B: 2020-2025 Diversity Status Report and Action Plan

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. Efforts to collect and analyze data more effectively might include contracting with a school data specialist or other outside consultants pending resource availability.

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.

VI. 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 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	16.1	14.0	37.1 %
2014-15	15.4	14.1	18.2	17.0	16.7	15.5	16.1	37.6 %
2015-16	15.2	15.0	13.0	14.4	14.8	12.9	14.3	37.5
2016-17	6.5	18.7	18.7	14.1	18.3	14.9	15.1	28.2
2017-18	17.4	7.6	18.5	16.5	15.0	16.9	15.3	27
2018-19	11.0	18.3	6.5	16.5	18.2	16.7	14.5	TBD

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	52.9
2016-17	78.3	76.3	65.9	70.1	64.6	67.6	70.8	61
2017-18	61.5	79.3	75	64.8	65.6	70.5	68.3	60.5
2018-19	73.3	64.5	79.3	78.3	62.5	72.2	70.6	TBD

3.Percentage of PCS Students Reported as Eligible for Free and Reduced Lunch

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	SCHS District

Appendix B: 2020-2025 Diversity Status Report and Action Plan

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	9	11	13	15	13	8	11.5	32.1
2018-2019	11	7.5	9	11	15	15.5	11.3	TBD

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.

	GPA		% who Met or Exceeded the Standard on CAASPP						
Class	Junior High	High School	7th ELA	7th Math	8th ELA	8th Math	11th ELA	11th Math	% of AP Exams with 3, 4, or 5
2017	2.62	2.965					83% (n=6)	50% (n=6)	85% (n=21)
2018	2.45	2.76			60% (n=10)	50% (n=10)	88% (n=8)	75% (n=8)	58% (n=12)
2019	3.057	3.338			60% (n=10)	50% (n=10)	88% (n=10)	75% (n=10)	63% (n=23)
2020	2.494	2.777	75% (n=8)	50% (n=8)	75% (n=8)	38% (n=8)			61% (n=18)
2021	2.640	2.934	29% (n=7)	29% (n=7)	43% (n=7)	29% (n=29)			75% (n=8)

PCS First to College Academic Data (through 2018-2019)

71

Appendix B: 2020-2025 Diversity Status Report and Action Plan

2022	2.832	3.738	75% (n=8)	50% (n=8)	83% (n=6)	50% (n=6)			

5. PCS Student Diversity Results
Key student diversity categories are combined for comparison.

	Total Enrollment*	FTC Students**		Hispanic Students	
2019-2020	543	45	8.3%	79	14.6%
2018-2019	545	44	8.3%	79	14.5%
2017-2018	537	39	7.2%	83	15.3%
2016-2017	522	41	7.9%	80	15.1%
2015-2016	518	36	7%	74	14.3%
2014-2015	508	33	6.4%	82	16.1%
2013-2014	504	26	5%	70	14.0%

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.

The March 2015 lottery (class of 2021) received 264 total applications for 7th grade, including 15 applications for the FTC lottery. Five seats were set aside for FTC lottery. Of the 5 students receiving the FTC seats, only one identified as Latino and they declined to enroll. Two other FTC students received seats through the general lottery, and one of those applicants identified as Latino. Two FTC siblings were also enrolled, both identifying as Latino. Currently 6 of these 8 FTC students are still enrolled at PCS. Neither student who left PCS identified as Latino.

Appendix B: 2020-2025 Diversity Status Report and Action Plan

     The March 2016 lottery (class of 2022) received 231 total applications for 7th grade, including 13 applications for the FTC lottery. Six seats were set aside for the FTC lottery. Of the six students receiving the FTC seats, only one identified as Latino. No other FTC applicants received a seat in the general lottery. Currently 4 of the 6 FTC students are still enrolled at PCS, including the one FTC identifying as Latino.

The March 2017 lottery (class of 2023) received 258 total applications for 7th grade, including 16 applications for the FTC lottery. This was the first year that PCS began using a lottery software from Smart Choice Technologies, Inc. making some additional application information now accessible. Of the 16 FTC applicants, one was a sibling of a currently attending student, and 7 of the remaining applicants did not attend a required Lottery Information Meeting which would have made their application eligible to go into the lottery. Consequently, only 8 FTC applications were actually submitted for the FTC lottery. Six seats were held for the FTC lottery. One of the six applicants receiving an FTC seat identifies as Latino. One additional FTC applicant received a seat in the General Lottery. Currently, of the 8 FTC applicants receiving seats, only 4 are currently enrolled including the applicant that identifies as Latino. The FTC sibling declined to enroll after the lottery.

The March 2018 lottery (class of 2024) received 256 total applications for 7th grade, including 22 applications for the FTC lottery. Of the 22 FTC applicants, 3 were siblings of currently attending students, and 5 applicants did not attend the required Lottery Information Meeting. The total number of applicants eligible for the FTC lottery were 14. Seven seats were set aside for the FTC lottery. Of the 7 FTC applicants receiving a seat, one student identifies as Latino. One additional FTC applicant received a seat in the general lottery and also identifies as Latino. From the 11 students receiving FTC seats, 9 are currently enrolled. One student identifying as Latino dis-enrolled.

The March 2019 lottery (class of 2025) received 272 total applications for 7th grade, including 25 applications for the FTC lottery. Of the 25 FTC applicants, 4 were siblings of currently attending students and 3 of these siblings identified as Latino. Five FTC applicants did not attend the required Lottery Information meeting. The total number of applicants eligible for the FTC lottery were 16. Ten seats were set aside for the FTC lottery. Of the 10 applicants receiving FTC seats, only 1 identified as Latino. Four additional FTC applicants received seats in the general lottery, with two identifying as Latino. One of these 4 FTC applicants declined to enroll after the lottery.

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 and 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 and 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 and ongoing	Annual report to the Governing Board created by the Administration

74

Appendix B: 2020-2025 Diversity Status Report and Action Plan

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 families of diverse backgrounds might be reached.[7] 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.[8] 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.

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.[9]
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.<u>Programs for Student Support</u>. 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.[10] 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.

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.<u>School Culture and Mentoring</u>. 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.[11] Those measures, and the progress made on each, is as follows:

1.<u>Continued Improvement of Outreach Efforts</u>. The PCS Community Outreach program has continued to find new ways to reach diverse communities. In 2014, PCS established a 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.[12] 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.[13] 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.[14]

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).

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 roadmap 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.

Appendix B: 2020-2025 Diversity Status Report and Action Plan

[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

[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

[3] 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

[4]California Department of Education, Multi-Tiered Systems of Support, accessed at https://www.cde.ca.gov/ci/cr/ri/

[5]Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color.* Palo Alto, CA: Learning Policy Institute.

[6]Ibid

Appendix C: 2023 Update to PCS Local Control and Accountability Plan (LCAP)

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pacific Collegiate School (www.pacificcollegiate.com) is an independent public charter school open to any student in 7th through 12th gradeseeking 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, PCS currently serves approximately 550 students at its new campus, 3004 Mission Street, in Santa Cruz, California.

We are committed to being an inclusive, respectful and diverse school community, as our recently revised Vision, Mission, and Values statements attest. The PCS Vision is to engage and support every student in inclusive college preparatory learning that ignites curiosity, critical thinking, and innovation, while developing resilient, globally-minded, socially responsible change-makers. Our Mission is to inspire students to discover the interests, purpose, and passion that will enable them to thrive. We cultivate a love of learning within a community ofcare, advancing and celebrating diversity, equity, and inclusion. Students explore and excel through academically rich and culturally relevantlearning, integrated with visual and performing arts and world languages. Our exemplary college preparatory curriculum empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow.

Students at Pacific Collegiate School are encouraged to follow their interests and passions and to respect the experiences, identities, and perspectives of others. PCS provides extensive school-wide supports to ensure that our students succeed academically and socially within acommunity of care.

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

PCS is recognized annually by U.S. News and World Report, Niche, and The Challenge Index as among the top 10% of high schools and public charter schools in the nation. PCS has also been repeatedly recognized as a California Distinguished School, and ranked as the top performing high school in Santa Cruz County. In 2022, despite the many continuing effects of the COVID-19 pandemic on K-12 schools, PCS made progress on school and LCAP goals.

We have improved the 4-year cohort graduate rate, ensuring that nearly 100% of our students graduate on time (98.9% all students; 100% of Latinx students), having satisfied all UC/CSU a-g requirements, and earned acceptance to college/university. PCS students also continue to perform well on Advanced Placement exams and local assessments (over 70% of all students and over 50% of First to College Students earning a score of 3, 4, or 5 on one or more exams).

Reflections: Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas

PCS continues to track the progress of all learners, adressing gaps in learning and school experience where identified. Recognizing that theCOVID-19 pandemic has exacerbated access and opportunity gaps experienced disproportionately by some of our most vulnerable students and families, we have paid particular attention and allocated resources in alignment with our mission to support the success of all students. This has included additional personnel, professional learning for faculty and staff, additional support mechanisms, and enhanced resources aimed at supporting our English Learners, First to College students, students with disabilities, and foster/homeless youth. A particular area of need and action that seems to exist across subgroups is in improving outcomes in Mathematics. Therefore, PCS will be allocating resources toward enhancing supports for math intervention and support systems during the 2023-2024 school year.

PCS is eligible for Additional Targeted Support and Improvement (ATSI) for students with disabilities (SWD), based on data from the 2022 Dashboard that shows all indicators at the lowest level or all but one indicator at the lowest level. This status seems to be primarily related tothe number of students with disabilities whose parents/caregivers opted them out of testing, thereby reducing data to below reportable thresholds for most Dashboard indicators. Therefore, a primary area of need and action will be to increase participation rates among SWD at PCS. Dashboard data also seems to indicate that the percentage of PCS SWD suspended at least 1 day was very high (17.6%), compared to medium percentage of all students (3.9%) suspended during the same school year. Additional interventions and revised processes are needed to reduce the number of suspensions assigned to SWD in the future. Finally, our goals and actions for 2023-2024 include enhanced academic supports for all students in mathematics, with particular emphasis on increasing skills and reducing gaps for SWD.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The PCS LCAP for 2021-2024 is aligned to recently revised vision, mission, and values statements (https://www.pacificcollegiate.com/apps/pages/mission-vision-history) and the 2021-2026 Strategic Plan. These statements and the StrategicPlan were developed from stakeholder input gathered over the course of 18 months. Through surveys, focus group meetings, multi- stakeholder work groups, community and board meetings, PCS has substantively engaged students, parents/caregivers, staff, faculty, community and Board members in a review of school data and consideration of our program. The 2022-2023 LCAP establishes priorities andactions in support of our 2021-2024 LCAP and Strategic Plan.

Our community is committed to ensuring that PCS continues the tradition of excellence that has earned us recognition as a California Distinguished School and one of the best high schools in the nation, according to US News and World Report. In this LCAP, PCS looksthrough an equity lens, setting goals aimed at eliminating educational barriers and ensuring that our outstanding program leads to "Excellence for All".

The 2023-2024 LCAP for Pacific Collegiate School includes specific actions to support SWD eligible for ATSI, as well as other identified siteneeds through the following actions and allocations:

Goal 1: Excellence for All Students
- Enhanced Academic Supports/Tutoring: personnel costs for free academic tutoring and support offered during after school extendedlearning time, as well as within academic classes throughout the school day.
- First to College and AVID program: personnel costs for Academic Advisors to meet with all FTC and High Needs Students at leasttwice during the school year and program costs for AVID
- Test Preparation Courses: personnel and materials costs for free test preparation program offered free to all students to reducebarriers to college acceptance
- Formative Assessment and Response to Intervention (RtI) Tools: costs of Aleks, iReady, IXL and other programs to assess studentsfor RtI and for progress monitoring of SWD
- Personal Learning Plan Development: cost of collaboration time for teachers to develop Personal Learning Plans for all students
- School Counselor: personnel costs for School Counselor to provide academic and social-emotional support for all students, particularlystudents with High Needs and SWD
- Math Intervention and Support TOSA: personnel costs of releasing a math teacher for 0.2 FTE as a Teacher on Special Assignment(TOSA) to support math intervention and revision of curriculum to incorporate differentiated math instruction
- CAASPP Participation and Incentives for SWD: additional actions aimed at communicating the importance of participation in CAASPPtesting to students and families, with incentives provided to encourage participation among SWD

Goal 2:
- Enhance Multi-Tiered Systems of Support: costs for Student Support Team to meet weekly to identify interventions and supports forstudents needing extra help, especially SWD and High Needs Students

- Support Emotional Development and Wellbeing: personnel costs for School Counselor to support programming aligned to mentalhealth and social-emotional learning goals
- Expand Opportunities for Student Leadership and Voice: costs for Leadership Development Academy twice per year for 30-40 studentseach time. Participating students will represent all subgroups, including SWD and High Needs students
- Social-Emotional Learning (SEL) Professional Development for Teachers: costs to provide professional learning opportunities for allteachers focused on SEL, with additional training for one teacher per grade level
- Diversity, Equity, and Inclusion (DEI) Professional Development for Teachers: costs to provide professional learning opportunities for all teachers and additional training for the Director of DEI, Head of School, Administrative Team, and School Counselors
- Section 504 Plan Coordinator: personnel cost for 0.4 FTE TOSA to coordinate and monitor the progress of SWD on Section 504 Plans

Goal 3:
- Expand Opportunities for Parent/Caregiver Engagement: costs to extend childcare and dinner to parents to facilitate participation inevening meetings, parent education nights, and other events
- Build Authentic Community Partnerships: costs of DEI Director and Community Liaison to build and foster partnerships, adding asummer camp at PCS as part of outreach efforts
- Recruit and Support Diverse Students and Families: costs of time for DEI Director and Community Liaison to perform outreach to potential PCS students and families
- Enhance Inclusive Communications: personnel costs for Bilingual Community Liaison, translation and interpretation services, andtools/subscriptions to support multilingual communications

Comprehensive Support and Improvement
An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

During the 2020-2021 school year, Pacific Collegiate School engaged in a comprehensive Strategic Planning process that included manyopportunities for input and meaningful engagement in school planning by our educational partners. These included the following (with Spanish Translation/Interpretation):

Strategic Planning surveys soliciting feedback from PCS students, parents/caregivers, staff/faculty, and community members. We werepleased to experience relatively high completion rates: 50% students, 67% parents/caregivers, 75% staff/faculty.

16 Focus Group meetings were held to learn from a variety of voices and experiences in our community (i.e. students, students of color, First to College (FTC) students, parents/caregivers, parents/caregivers of color, parents/caregivers of English Learners, parents/caregivers of students with disabilities, parents/caregivers of FTC students, alumni, new to PCS families, certificated faculty, classified staff, community members).

7 Multi-Educational Partner Strategic Planning Work Groups were established to revise the PCS Vision, Mission, and Values statements,to discuss relevant data, and develop plans aligned to the Focus Areas educational partner input suggested were most important for the future of our school: (1) Excellence for All/Diversity, Equity, and Inclusion, (2) School Climate and Culture, (3) Family and Community Engagement, (4) Faculty and Staff Recruitment, Retention, and Development, (5) Data Systems and Analysis, and (6) Financial Sustainability. These work groups included students, parents, teachers, support staff, and Board members. Each work group held 4-6 90-minute meetings to reflect on school data and community input, and to make aligned recommendations for the 2021-2026 PCS Strategic Plan.

4 Town Hall/Community meetings were held to gather input and feedback from the PCS community on the revised Vision, Mission, andValues statements and the evolving Strategic Plan and LCAP goals.

Updates on Strategic Planning and LCAP drafts were shared and discussed at public Board meetings. A public hearing regarding the LCAP was held on May 19, 2021. Instructions for providing input on the Strategic Plan and LCAP were provided in the PCS newsletter and on our website, to provide a final opportunity for educational partner input prior to Board approval of these important documents at a public Board meeting on June 2, 2021.

All of the educational partner input provided during the Strategic Planning process informed school goals and LCAP development. The resultis an aligned system of goals to guide Pacific Collegiate School in the coming years.

During the 2022-2023 school year, PCS continued with the Year 2 Action Plan aligned to our Strategic Plan, and engaged our educational partners in LCAP and ATSI plan development by inviting their recommendations for resources and services to meet the needs of students inthe following ways:

Annual surveys of PCS students, parents/caregivers, staff/faculty, and community members were conducted. We were pleased to havehigh completion rates again: 90% students (87% high school, 95% middle school), 57% parents/caregivers, 54% staff/faculty.

Three community input meetings and public hearings on April 18, May 3, and June 7.

3. Updates on progress toward goals outlined in the PCS Strategic Plan: Year 2 Action Plan and 2022-2023 LCAP were provided during Board of Directors meetings on November 2, 2022, February 1, 2023, April 22, 2023, and May 3, 2023. Instructions for providing input on the LCAP was provided during a public hearing on May 3, 2023, in the weekly newsletter and on our website, to provide educational partners with ample opportunities for input prior to Board approval of the 2023-2024 LCAP at a public Board meeting on June 7, 2023.

A summary of the feedback provided by specific educational partners.

Educational partner input clearly pointed to the following Focus Areas for PCS: (1) Excellence for All/Diversity, Equity, and Inclusion, (2) School Climate and Culture, (3) Family and Community Engagement, (4) Faculty and Staff Recruitment, Retention, and Development, (5)Data Systems and Analysis, and (6) Financial Sustainability.

There was consensus among all educational partner groups that ensuring the success and wellbeing of all PCS students was of primary importance, with particular interest in supporting students from traditionally underrepresented groups to eliminate opportunity and performance gaps. Therefore, our Strategic Plan and LCAP reflect a commitment to continuing a strong college preparatory program, with anenhanced Multi-Tiered System of Support (MTSS) to ensure and recognize the individual success and achievement of every student. For example, a School Counselor, enhanced mental health and academic supports are included in alignment with this expressed need.

In addition, PCS students strongly advocated for a plan that included a focus on creating a more inclusive, welcoming, and supportive schoolculture. They also expressed an interest in expanded opportunities for student leadership and voice. Parents and caregivers indicated a desire for improved communications and expanded opportunities to build a diverse, vibrant, and inclusive community at PCS through more school events and outreach/involvement in the Santa Cruz Community. PCS Faculty and Staff indicated an interest in professional learning and collaborative time focused on supporting the diverse needs of students, and on culturally responsive pedagogy and anti-racist education.

Educational partners shared that SWD would benefit from increased academic support, particularly in the area of mathematics, and that IEPand 504 meetings should include more detailed information about the benefits of participating in annual CAASPP testing for SWD.

As described above, PCS invited community input on the 2023-2024 LCAP via a variety of educational partnership meetings and surveys, as well as a public hearing at a regularly scheduled Board meeting prior to approval.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As the PCS LCAP is aligned to the 2021-2026 Strategic Plan, which was derived from 18 months of substantive community and educational partner input, all aspects of the 2023-2024 plan have been influenced by the priorities and recommendations of our school community. In particular, enhanced academic supports and improved intervention and discipline processes for SWD were identified as action items identified for ATSI and LCAP.

Goals and Actions
Goal

Goal #	Description
1	Engage All Students in Exemplary College Preparatory Education

An explanation of why the LEA has developed this goal.

PCS is committed to offering an exemplary college preparatory education to our students, and to providing sufficient support to ensure that 100% of our students graduate in 4 years meeting all UC/CSU a-g requirements. Four-year cohort graduation rates in recent years have notmet this goal, so additional academic advising and support measures will be necessary to ensure the timely success of all of our students (with particular attention to traditionally underrepresented subgroups, and students with disabilities).

A review of PCS data noted disparities between the CAASPP Math and AP performance of our First to College and Latinx students, soclosing opportunity and achievement gaps will be a particular focus moving forward.

In addition, Students with Disabilities (SWD) were identified as a subgroup eligible for ATSI. Additional actions were added to the 2023-2024 LCAP to provide enhanced supports for these students, including release time for a TOSA to focus on Response to Intervention in mathematics, and an improved program of communication and incentives to reduce the number of students opting out of CAASPP testing each year. Finally, PCS will conduct an audit of internal discipline processes and make improvements to reduce the number of SWD suspended each year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for2023–24
% of Graduates Meeting UC/CSU a-g Requirements	100%	100%	99%		100% of graduates will meet UC/CSU a-grequirements
% of Graduates Accepted to College/University	100%	100%	100%		100% of graduateswill be accepted to college/university.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for2023–24
% of 11th Grade Students Meeting or Exceeding Standardson ELA CAASPP	(2109) 96% of all students; 100% Firstto College students	(2020) N/A local assessment in lieu ofCAASPP	(2022) 85.4% of all students; 100% ofFirst to College students		100% of 11th grade students will meet or exceed standards onELA CAASPP (including FTC and all subgroups).
% of 11th Grade Students Meeting or Exceeding Standardson Math CAASPP	(2019) 83% all students; 50% First toCollege (FTC) students	(2020) N/A local assessment in lieu ofCAASPP	(2022) 75.6% of all students; % of First toCollege students		100% of 11th grade students will meet or exceed standards on Math CAASPP (including FTC and all subgroups).
% of Students Participating in APCourses	100%	100%	100%		100% of students willparticipate in AP courses of study.
% of Students Scoring3, 4, or 5 on one or more AP Exams	(Class of 2020) 77%of all students	(Class of 2021) 72%of all students	(Class 2022) 90.2% ofall students		100% of all students will score a 3, 4, or 5 on one or more AP exams (including FTC and all subgroups).
# of students with a Personalized LearningPlan	N/A - program in development	N/A - program in development	N/A - program in development		100% of students willhave a Personalized Learning Plan.

% Cohort Graduation Rate	(2020) 80% of all students; Latinx 4%;Two or More Races 93%	(2021) 88% of all students; Latinx 100%; Two or More Races 100%	(2022) 85% of all students; Latinx 71%;Two of More Races 100%		100% of PCS students will graduatein 4 years (including FTC and all subgroups).
% of SWD participating in CAASPP (ATSI) - new metric for 2023-2024			(2022) 50% of SWD participated in CAASPP ELA and Math testing		100% of SWD will participate in CAASPPELA and Math testing.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Enhanced Academic Supports/Tutoring	Personnel costs for tutoring	$38,701.00	Yes
1.2	First to College/AVID Program	Costs of Academic Advisors to meet with all FTC students at least twice during the school year and costs of AVID program	$16,984.00	Yes
1.3	Test Preparation Courses	Costs of teacher time and materials for free test preparation program offered to all students	$7,081.00	Yes
1.4	Formative Assessment and RtITools	Costs of Aleks, iReady, IXL and other online programs to help assess students for RtI, and for progress monitoring for students with IEP or Section 504 plans.	$11,000.00	Yes
1.5	Personal LearningPlan Development	Collaboration time for teachers to develop Personal Learning Plans for all students.	$23,975.00	Yes
1.6	School Counselor	Costs of School Counselor to help keep students on track and help when they are struggling.	$81,763.00	Yes
1.7	Math Intervention & Support TOSA	Costs of releasing a math teacher for 0.2 FTE as a Teacher on Special Assignment to support math intervention and curriculumrevision	$17,667.00	Yes

1.8	CAASPP Participation & Incentives for SWD	Additional actions aimed at communicating the importance of participation in CAASPP testing to students and families, with incentives provided to encourage participation among SWD.		

128

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goals and actions identified in the 2022-2023 LCAP were carried out as described above, with the exception of (1) offering a reduced number of test preparation courses, and (2) postponing the process of developing Personalized Learning Plans (Action 1.5).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences of funding allocation during 2022-2023 were made in the following areas, for reasons outlined as described below:

1.3 - Test Preparation Courses: PCS only offered two SAT preparation courses this year, but did not offer ACT testing due to a lack of student interest. This reduced the cost from planned expenditure of $11,300.00 to estimated actual expenditure of $4,802.00.
1.4 - Formative Assessment and RtI Tools: PCS reduced use of Aleks and iReady in preparation of a transition to IXL, representing a reduced cost from planned expenditure of $5,000.00 to estimated actual expenditure of $2,298.00.
1.5 - Personal Learning Plan (PLP) Development: PCS postponed the development of PLPs to future years, reducing the cost from a planned expenditure of $19,514.00 to $0.00 for 2022-2023.
1.6 - School Counselor: increased compensation rates negotiated with certificated union resulted in increased cost from $62,480.00 to $79,894.00.

An explanation of how effective the specific actions were in making progress toward the goal.

These actions resulted in growth toward metrics of success, particularly in the areas of increased numbers of students (across all subgroups) completing Advanced Placement classes and earning a 3, 4, or 5 on AP tests, maintaining high graduation rates and UC/CSU eligibility rates among PCS graduates.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As PCS students with disabilities (SWD) were identified as eligible for ATSI, we added additional actions for 2023-2024 school year aimed at improving communication and incentives for SWD participation in CAASPP testing, providing additional support and intervention resources, and conducting an internal audit of discipline data and processes to reduce the number of SWD suspended in 2023-2024 and beyond.

129

Goals and Actions
Goal

Goal #	Description
2	Build Positive, Inclusive, and Supportive School Culture

An explanation of why the LEA has developed this goal.

A review of data from the 2019 California Healthy Kids Survey (CHKS), as well as student Strategic Planning surveys, and focus group meetings held in 2020-2021, indicated the need to invest additional time and resources toward efforts to building a more positive, inclusive, and supportive school climate at PCS. Students expressed a desire to increase students' sense of belonging in the school community, as well as the need for explicit anti-racist learning opportunities and clarified processes for reporting complaints and concerns. Finally, students indicated a strong desire for enhanced leadership development opportunities for more student voice at PCS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students reporting moderate or high degree of school connectedness (California Healthy Kids Survey)	(2020) Grade 7: 86%, Grade 9: 92%, Grade 11: 94%	(2021) N/A - CHKS administered biennially	(2022) Grade 11: 81%		100% of students in Grades 7, 9, and 11 reporting moderate or high degree of school connectedness, including FTC and all subgroups (California Healthy Kids Survey).
% students reporting a moderate or strong sense of	0% - student experience survey in development	over 80% of students reported a moderate or strong sense of	(2022) 69% of all students reported a moderate or strong		100% of students reporting moderate or strong sense of

130

91

belonging/conne ction, caring/supportive school community, and understanding/tru st in support and complaint		belonging/conne ction.	sense of belonging/conne ction.		belonging/conne ction, caring/supportive school community, and understanding/tru st in support and complaint

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for2023–24
systems (locally developed student experience survey).					systems, including FTC and all subgroups (locally developed student experience survey)
% of students participating in leadership development programs	0% - leadership development programs in development	0% - leadership development programs in development	0% - leadership development programs in development		50% of students participating in leadership development programs, including FTC and all subgroups
% of students with leadership development goals/activities in Personal Learning Plan (PLP)	0% - Personal Learning Plans to be developed	0% - Personal Learning Plans to be developed	0% - Personal Learning Plans to be developed		100% of students have leadership development goals/activities included in Personal Learning Plan (PLP), including FTC and all subgroups

Actions

Acti	Title	Description	Total Funds	Contrib
			132	

on #				uting
2.1	Enhance Multi-TieredSystems of Support	Costs for Student Support Team to meet weekly to discuss and make plans for students who need extra help, as well as progress monitoring for students with IEPs or Section 504 Plans.	$24,298.00	Yes
2.2	Support Social-Emotional Development andWellbeing	Costs for a school counselor to support mental health, and social-emotional wellness programming.	$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Expand Opportunitiesfor Student Leadership and Voice	Costs to add a Leadership Development Academy twice a year for 30-40 students each time. Participating students will represent all subgroups, including traditionally underrepresented groups, First to College students, low income students, and students with disabilities.	$9,317.00	No
2.4	Professional Development for Teachers: Social-Emotional Learning	Costs to provide professional development for all teachers in Social-Emotional Learning and additional training for one teacher per grade level. This will benefit students will represent all subgroups, including traditionally underrepresented groups, First to College students, low income students, and students with disabilities.	$30,249.00	No
2.5	Professional Learningfor Teachers: Diversity, Equity, and Inclusion	Costs to provide professional development for all teachers in Diversity,Equity & Inclusion and additional training for Director of DEI, Head of School, Vice Principals and academic counselors.	$163,836.00	No
2.6	504 Plan Coordinator	Costs for 0.4 FTE Teacher on Special Assignment (TOSA) to coordinate and monitor progress on student Section 504 Plans.	$36,186.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goals and actions identified in the 2022-2023 LCAP were carried out as described above, with the exception of those substantive differences noted below.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences of funding allocation during 2022-2023 were made in the following areas, for reasons outlined as described below:

2.2 - Support Social-Emotional Development and Wellbeing: PCS expanded contract counseling services from 2 days per week to 4, and made counseling available to students for additional days during the 2022-2023 school year. Therefore, planned expenditures of $9,000.00 were increased to $30,975.00

2.3 - Expand Opportunities for Student Leadership and Voice: planned Leadership Development Academies were postponed to next year reducing costs from planned expenditure of $8,684.00 to $0.00 for 2022-2023.

2.4 - Professional Development for Teachers - Social Emotional Learning (SEL): PCS engaged all teachers in one (1) full day of professional learning focused on SEL. This reduced number of professional development days resulted in reduction of costs from planned expenditure of $57,614.00 to $21,483.00, with additional days of SEL learning planned for teachers in 2023-2024.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions taken in Goal area 2 were effective in maintaining high percentage of students reporting a sense of school connectedness (81%) and moderate to strong sense of belonging and connection (69%). Continued action is needed in this area, particularly in ensuring that all students are feeling a strong sense of belonging and connection at PCS. Actions related to student leadership and voice and SEL training for staff should bolster this data in 2023-2024.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

PCS plans to continue with actions aligned to this goal, aiming to increase family engagement to outcomes outlined in the LCAP and the metrics specified above, including seeking regular and frequent input from students and families of SWD eligible for ATSI to ensure progress toward related goals. In addition, postponed actions for Students Leadership Development Academy and Personal Learning Plans will begin during the 2023-2024 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual UpdateTable.

Goals and Actions
Goal

Goal #	Description
3	Family and Community Engagement

An explanation of why the LEA has developed this goal.

PCS is a vibrant and active school community. As the diversity of our students and families increases, PCS strives to create opportunities to build a strong sense of belonging and community, and to provide opportunities for all PCS families to meaningfully engage in the life of our school. Our 2021-2026 Strategic Plan forefronts efforts to enhance our school climate and culture, and our engagement with families/caregivers to become more inclusive and welcoming. In particular, PCS aims to remove barriers to school involvement, and to engage traditionally underrepresented families within our school community.

In Parent/Family Strategic Planning surveys and focus groups, parents and caregivers indicated three areas of focus for PCS: (1) improved communication accessible to all families, (2) enhanced opportunities for and supports for parent/caregiver education and engagement, (3) the need for authentic community outreach and partnership in support of our vision, mission, and values.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents/caregivers reporting a sense of belonging and opportunities for meaningful engagement in the school community	0% - parent/caregiver experience survey to be developed	Over 90% of parents/caregivers reported a moderate or strong a sense of respect by teachers and staff. Nearly 80% of parents/caregivers said they had at least	(2022) Once again, over 90% of parents/caregivers reported a moderate or strong a sense of respect by teachers and staff. Nearly 80% of parents/caregiver		100% of parents/caregivers reporting a sense of belonging and opportunities for meaningful engagement in the school community

(locally developed parent/caregiver experience survey).		some opportunities for meaningful engagement in the school community such as participation	s said they had at least some opportunities for meaningful engagement in the school community		(locally developed parent/caregiver experience survey).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for2023–24
		in discussions, groupsor committees that contribute to decision making at PCS. Nearly 60% of parents/caregivers have participated as a member of a parent club, committee, or organization at PCS.	such as participation in discussions, groupsor committees that contribute to decision making at PCS. Nearly 60% of parents/caregivers have participated as a member of a parent club, committee, or organization at PCS.		
% of written communications (email, text, mail, website, policies, documents) available bilingually (English/Spanish) or in translatable format	(2020) 30%	(2021) 50%	(2022) 85%		100% of written communications (email, text, mail, website, policies, documents) available bilingually (English/Spanish) or in translatable format
% of PCS lottery applications submittedfor FTC and FRL students	(2021) 9%	(2022) 7%	(2023) 19%		40% of PCS lottery applications submittedfor FTC and FRL students

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expand Opportunitiesfor Parent/Caregiver Engagement	Costs to extend child care and dinner to parents to make it possible for them to attend meetings, parent education nights and additional events.	$1,750.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Build Authentic Community Partnerships	Costs of time for Diversity Director and Bilingual Liaison to build partnerships, and adding a summer camp at PCS as part of outreach efforts.	$56,801.00	No
3.3	Recruit and Support Diverse Students and Families	Costs of time for both the Director of Diversity, Equity and Inclusion and the Bilingual Liaison to perform outreach.	$140,106.00	No
3.4	Enhance Inclusive Communications	Costs for Bilingual Liaison, translation/interpretation services, and tools and subscriptions that support multilingual communications.	$31,573.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences of funding allocation during 2022-2023 were made in the following areas, for reasons outlined as described below:

3.1 - Expand Opportunities for Parent/Caregiver Engagement: family engagement opportunities in 2022-2023 did not require as much funding for childcare and meals/snacks as anticipated; therefore, planned expenditures of $4,200.00 were reduced to $609.00.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions in alignment with this goal have resulted in an increase in bilingual (English/Spanish), translatable, or with live interpretation from 50% of school communications to 85% of PCS communication, which supports the engagement of multi-lingual families. In addition, actions in this goal area have increased the number of admissions lottery applications received from FTC students and/or those eligible for Free or Reduced-Price Meals (FRPM). Parent engagement and satisfaction with the PCS program remain at high levels.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
PCS plans to continue with actions aligned to this goal, aiming to increase family engagement to outcomes outlined in the LCAP and the metrics specified above, including seeking regular and frequent input from families of SWD eligible for ATSI to ensure progress toward related goals.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual UpdateTable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$122,849.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increaseor Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the ComingSchool Year
2.21%	2.22%	$119,715.00	4.43%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action 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 goals for these students.

Expanded opportunities for student leadership and voice: leadership development costs have been allocated and those opportunities will be available to all students. However, this student leadership initiative is aimed at developing a broad range of student leaders, including those from traditionally underrepresented groups (including unduplicated pupils such as foster youth, English learners, and low-income students).
Build authentic community partnerships: funds have been allocated to support an enhancement of community involvement and partnership. This will benefit all PCS students by providing expanded opportunities for internships and community involvement aligned to Personal Learning Plan goals. Students from traditionally underrepresented groups (e.g. foster youth, English learners, and low-income students) will benefit from supported opportunities to meaningfully engage with the local community.
Recruit and support diverse students and families: allocated funds in this area will help PCS to enhance opportunities for traditionally underrepresented students to choose a PCS education and to succeed at our school.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

PCS will increase and improve services for foster youth, English learners, and low-income students by allocating funds to provide enhanced academic supports and tutors, free test preparation courses, a First to College/AVID program, tools and staff to support Multi-Tiered System of Support and Response to Intervention programs, and staff and tools to support multi-lingual communications for students and families whose home language is not English.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios bytype of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55percent
Staff-to-student ratio of classified staff providing direct services to students	69:1	
Staff-to-student ratio of certificated staff providingdirect services to students	14:1	

143

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$665,114.00	$58,173.00			$723,287.00	$590,211.00	$133,076.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Enhanced Academic Supports/Tutoring	English LearnersFoster Youth Low Income	$38,701.00				$38,701.00
1	1.2	First to College/AVID Program	English LearnersFoster Youth Low Income	$16,984.00				$16,984.00
1	1.3	Test Preparation Courses	English LearnersFoster Youth Low Income	$7,081.00				$7,081.00
1	1.4	Formative Assessment and RtITools	English LearnersFoster Youth Low Income	$11,000.00				$11,000.00
1	1.5	Personal LearningPlan Development	English LearnersFoster Youth Low Income	$23,975.00				$23,975.00
1	1.6	School Counselor	English LearnersFoster Youth Low Income	$81,763.00				$81,763.00
1	1.7	Math Intervention & Support TOSA	English LearnersFoster Youth Low Income	$17,667.00				$17,667.00

1	**1.8**	CAASPP Participation & Incentives for SWD						
2	**2.1**	Enhance Multi-TieredSystems of Support	English LearnersFoster Youth	$24,298.00				$24,298.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.2	Support Social-Emotional Development and Wellbeing	English Learners Foster Youth Low Income		$32,000.00			$32,000.00
2	2.3	Expand Opportunities for Student Leadership and Voice	All	$9,317.00				$9,317.00
2	2.4	Professional Development for Teachers: Social-Emotional Learning	All	$30,249.00				$30,249.00
2	2.5	Professional Learning for Teachers: Diversity, Equity, and Inclusion	All	$163,836.00				$163,836.00
2	2.6	504 Plan Coordinator	Students with Disabilities	$36,186.00				$36,186.00
3	3.1	Expand Opportunities for Parent/Caregiver Engagement	All	$1,750.00				$1,750.00
3	3.2	Build Authentic Community Partnerships	All	$56,801.00				$56,801.00
3	3.3	Recruit and Support Diverse Students and Families	All	$140,106.00				$140,106.00
3	3.4	Enhance Inclusive Communications	English Learners	$5,400.00	$26,173.00			$31,573.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals byType	Total LCFF Funds
5,553,533	$122,849.00	2.21%	2.22%	4.43%	$226,869.00	0.00%	4.09 %	**Total:**	$226,869.00
								LEA-wide Total:	$17,667.00
								Limited Total:	$0.00
								School wide Total:	$209,202.00

Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.1	Enhanced Academic Supports/Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$38,701.00	

1.2	First to College/AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$16,984.00	
1.3	Test Preparation Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,081.00	
1.4	Formative Assessment andRtI Tools	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,000.00	
1.5	Personal Learning PlanDevelopment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$23,975.00	
1.6	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$81,763.00	

Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.7	Math Intervention & SupportTOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,667.00	
2.1	Enhance Multi-Tiered Systems of Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$24,298.00	
2.2	Support Social-Emotional Development and Wellbeing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3.4	Enhance Inclusive Communications	Yes	Schoolwide	English Learners	All Schools	$5,400.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$588,335.00	$576,852.00

Last Year's Goal #	Last Year's Action#	Prior Action/Service Title	Contributed to Increasedor Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Enhanced Academic Supports/Tutoring	Yes		$40,269.00
1	1.2	First to College/AVID Program	Yes	$17,023.00	$13,318.00
1	1.3	Test Preparation Courses	Yes	$11,300.00	$4,802.00
1	1.4	Formative Assessment and RtI Tools	Yes	$5,000.00	$2,298.00
1	1.5	Personal Learning Plan Development	Yes	$19,514.00	$0
1	1.6	School Counselor	Yes	$62,480.00	$79,894.00
2	2.1	Enhance Multi-Tiered Systems ofSupport	Yes	$22,225.00	$23,359.00
2	2.2	Support Social-Emotional Development and Wellbeing	Yes	$9,000.00	$30,975.00

| 2 | 2.3 | Expand Opportunities for StudentLeadership and Voice | No | $8,684.00 | $0 |

Last Year's Goal #	Last Year's Action#	Prior Action/Service Title	Contributed to Increasedor Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Professional Development for Teachers: Social-Emotional Learning	No	$57,614.00	$21,483.00
2	2.5	Professional Learning for Teachers:Diversity, Equity, and Inclusion	No	$170,978.00	$150,688.00
3	3.1	Expand Opportunities for Parent/Caregiver Engagement	No	$4,200.00	$609.00
3	3.2	Build Authentic Community Partnerships	No	$47,152.00	$51,615.00
3	3.3	Recruit and Support Diverse Students and Families	No	$128,732.00	$128,644.00
3	3.4	Enhance Inclusive Communications	Yes	$24,433.00	$28,898.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$119,715.00	$151,711.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Enhanced Academic Supports/Tutoring	Yes				
1	1.2	First to College/AVID Program	Yes	$17,023.00			
1	1.3	Test Preparation Courses	Yes	$11,300.00			
1	1.4	Formative Assessment and RtI Tools	Yes	$5,000.00			
1	1.5	Personal Learning Plan Development	Yes	$19,514.00			
1	1.6	School Counselor	Yes	$62,480.00			

153

2	**2.1**	Enhance Multi-Tiered Systemsof Support	Yes	$22,225.00	
2	**2.2**	Support Social-Emotional Development and Wellbeing	Yes	$9,000.00	
3	**3.4**	Enhance Inclusive Communications	Yes	$5,169.00	

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,397,416.00	$119,715.00	0	2.22%	$0.00	0.00%	0.00%	$119,715.00	2.22%

2023 Annual Plan for Special Needs, Section 504, and EL Students

I. Students with Special Needs

A. Program Description
To ensure program effectiveness and educational benefit for students with special needs receiving special education services at Pacific Collegiate School (PCS), our team uses fundamental measurement practices of student outcomes, as outlined by the California Department of Education.

As students progress through the referral to assessment processes, 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 progress of each student is assessed relative to overall academic progress, needed accommodations, and program adjustments are made accordingly.

In determining educational benefit, PCS operates under the 2017 *Endrew F* decision, seeking to provide maximum educational benefit to each learner. PCS provides a Free and Appropriate Public Education (FAPE) to qualifying students with an IEP in the least restrictive environment to the greatest extent possible.

In reasonably calculating educational benefit, the primary measure of assessing success is based on student progress on goals, as well as their placement in the least restrictive environment (LRE) to the greatest extent possible. Other factors include but are not limited to other sources of data/evidence which illustrate student achievement or growth and progress such as the following:
- Achieving passing grades (C- or above),
- Advancing from grade to grade,
- Improving scores on district and state assessments,
- Graduating with a diploma,
- Transition goals to support college and career readiness.

Confounding factors are also taken into consideration including the student's individual needs, ability level, and strengths. The IEP Team considers educational benefits for each student on a case-by-case basis. Adjustments are made to the IEP as needed to support the needs of 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 define the student's case manager, Sp. Ed. Provider(s), service(s), disability, manifestation of the disability, recommended accommodations, district/state testing accommodations, and 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 and/or intervention 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 education class environment, such as, but not limited to, preferential setting; using computerized technology and supplemental materials; using

117

audiobooks, videos as well as CDs and DVDs to supplement core text(s); 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 offered at another institution or on-line program, per parent choice,
- Giving students the option of taking American Sign Language in meeting the 3-year World Language graduation requirement,
- Providing instruction in and allowing student to utilize computer technology and software programs,
- Placing the student on an academic contract to extend learning through summer months,
- Considering a non-AP course designation for the student but continuing the exposure to the same course content with an adjusted grading criterion,
- 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. Five (5) students with IEPs graduated from PCS in 2022. Three (3) are attending a four-year university, one (1) is attending a local community college with plans to transfer to university in the future, and another student is searching for employment. We welcomed four (4) new students with IEPs this year: three (3) in seventh grade, and one(1) in eighth grade.

PCS currently has 26 students with IEPs for the 2022-23 school year. Additionally, we have three (3) initial evaluations in progress.

- 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 students with an IEP 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.

C. Program Evaluation

118

Appendix D: 2023 Plan for Special Needs, Section 504, and EL Students

PCS monitors the progress of students with IEPs using multiple performance outcomes: progress toward IEP goals, CAASPP and/or iReady growth, and growth on local assessments, including course grades. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes to evaluate our program and identify areas for improvement.

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 (FAPE). 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,
- Graduating 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 42 students with Section 504 Plans. Additionally, 2 students are currently being evaluated for Section 504 Plan eligibility.

Of the 42 students with Section 504 Plans in 2022-2023, 27 are returning students, 10 entered PCS with active Section 504 Plans, and five (5) PCS students were assessed and found eligible for Section 504 Plan accommodations, including two (2) students who were evaluated for 504 Plan eligibility after it was determined they no longer met the eligibility requirements for special education but were still in need of academic accommodations within the general education setting. One (1) student rescinded their 504 services after the 2022-2023 school year started and six (6) students transferred to other schools between June and October, 2022. In making reasonable calculations toward educational benefit for the identified students, collective statements can be made relative to the group of 42 PCS students with 504 Plans:

- 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.

119

- 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.

When a student does not qualify for a Section 504 Plan, PCS works with the student, parent, and team to develop a Student Action Plan, outlining Tier 1 supports and informal interventions and strategies available to support student success.

C. Program Evaluation

PCS monitors the progress of students with 504 plans using multiple performance outcomes: CAASPP and/or iReady growth, and growth on local assessments, including course grades. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes to evaluate our program and identify areas for improvement.

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 reclassification date and given academic support on an as-needed basis. EL students receive both designated and integrated English Language Development (ELD) instruction and academic support services until they are redesignated according to PCS's Reclassification Policy. This includes a full period of designated ELD (265 minutes) each week, provided by a credentialed ELD teacher. EL students also receive at least 45 minutes of supplemental academic tutoring and support per week.

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 class, aligned with the California English Language Development Standards, and guided by formal and informal assessment findings. Content-area

120

teachers use 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.

Texts and curricular materials to support Designated ELD at PCS include Houghton Mifflin Harcourt's *English 3D* program, *Writable for English 3D*, *Launch to Literacy, Link to Literacy*, and *Educeri*. Instructional programs and materials to support Integrated English learning include Sadlier's *Vocabulary Workshop* series, abridged novels, differentiated core curriculum, *Writer's Workshop*, and a supplemental ELA Intervention Lab.

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.

The Integrated ELD program focuses on strategies from Constructing Meaning curriculum. During the 2022-2023 school year, the ELD Teacher is organizing and mentoring 7-10 teachers in Math, English, Science and History who are participating in a year-long program of learning and supported implementation of Constructing Meaning strategies. All academic Department Chairs are also engaged in professional learning and support focused on enhancing integrated ELD strategies across the curriculum. This initial professional development engagement will engage at least 50% of the PCS faculty in professional learning about integrated language support during the 2022-2023 school year. These teachers and faculty leaders will then provide peer mentorship and expanded learning opportunities during the 2023-2024 school year, when the entire staff will be trained in Constructing Meaning integrated ELD strategies.

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 general education curriculum courses for core academic studies, in the general education environment and in designated settings. These dual-identified students have linguistic goals defined within their IEPs, in addition to the goals that address other identified special needs.

B. Current Status
For the 2022-2023 school year, PCS has three (3) English Learners and eight (8) Reclassified English Fluent Proficient (RFEP) students who are still within the four-year monitoring window. One (1) student is in 7th grade, and is currently pending reclassification. One (1) is in 9th grade and is also pending reclassification. The third is in 12th grade, and although an EL student, does not need to adhere to the EL Programmatic requirements due to his status as an international exchange student.

Regarding RFEP students: two (2) are in 7th grade, one (1) is in 8th, two (2) are in 9th, and two (2) are in 11th grade. EL students receive standards-based Designated ELD instruction (as described above) for 265 minutes a week. They also receive at least 45 minutes of academic tutoring and homework help per week. Additional English Language Arts (ELA) and Math intervention programs, academic tutoring, and after-school homework support are available to English Learners or RFEP students who demonstrate a need in any core subject area.

C. Program Evaluation
As previously described, PCS monitors the progress of our English Learners using multiple performance outcomes: ELPAC growth, CAASPP and/or iReady growth, and growth on local assessments. These measures are also used for program evaluation. In addition, PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes and individual interviews with students and parents to evaluate our program and identify areas for improvement.

121

Appendix D: 2023 Plan for Special Needs, Section 504, and EL Students

PCS continues to provide necessary accommodation and support for students with IEPs and 504 plans, as well as English Learners. We will continue to carefully monitor student progress toward learning goals, and overall program effectiveness.

PCS staff associated with the compilation of data and writing of this document:
- *Maria Reitano, Head of School*
- *Jessica Alvarez-Patterson, Director of Special Education*
- *Rafael Ramírez III, Assistant Principal/Dean of Students and Section 504 Coordinator*
- *Lauren Friend, Faculty Dean*
- *Sofia Ramírez, Bilingual Community Liaison and EL Coordinator*
- *Andrea Roth, English Language Development Teacher*

Pacific Collegiate School WASC Self--Study Report April 2015

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

Pacific Collegiate School WASC Self-Study Report April 2015

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 inspections	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

124

Pacific Collegiate School WASC Self-Study Report April 2015

Action Item 2: Develop a 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

125

Pacific Collegiate School WASC Self-Study Report April 2015

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

126

Pacific Collegiate School WASC Self-Study Report April 2015

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 new location and neighborhood 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

127

Pacific Collegiate School WASC Self-Study Report April 2015

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

Pacific Collegiate School WASC Self-Study Report April 2015

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

Pacific Collegiate School WASC Self-Study Report April 2015

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

130

Pacific Collegiate School WASC Self-Study Report April 2015

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 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.	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

Pacific Collegiate School WASC Self-Study Report April 2015

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.

> 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 a 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.

134

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 11.3

Board Meeting Date: **November 16, 2023** ☐ Action ☒ **Information**

TO: County Board of Education

FROM: Bruce Van Allen, Board President
Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Review and Discuss Board Bylaw 9323: Meeting Conduct

---

BACKGROUND

Review and discuss Board Bylaw 9323 Meeting Conduct, in particular the public participation section.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Recieve the presentation

Bylaws of the Board **BB 9323**

MEETING CONDUCT

Meeting Procedures

All County Board of Education meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit

public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)

2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

   Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

   In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of

viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:

   a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.

   b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

   c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

   The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

   When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Adopted: May 20, 2021

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 12.1

Board Meeting Date: **November 16, 2023** **[X]** Action **[ ]** Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Dr. Jennifer Izant Gonzales, Director, Alternative Education

SUBJECT: School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Community Schools

---

BACKGROUND

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the SPSA plan.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Community School	44-10447-4430278	10/10/23	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

> Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

> The Santa Cruz County Office of Education will support the academic and social-emotional growth and achievement of all students. Our program actively engages in needs assessments to find areas of growth specifically through disaggregating student performance data and from directly surveying and talking with our students, families, staff, and community. The School Plan for Student Achievement (SPSA) aligns with continuous improvement efforts including the Local Control Accountability Plan (LCAP) and the Western Association of Schools and Colleges (WASC) plan, and various pandemic relief funding plans.

Table of Contents

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met to review the the goals and progress of the actions of the SPSA. The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. Annually, we review progress regarding improvement plans and solicit feedback through surveys, meetings, and student focus groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

Goal 1

Provide access and support to a rigorous and engaging educational experience that meets the needs of our diverse learners.

Identified Need

This goal was emphasized by all groups to keep our programs small, tailored to students, and ensure curriculum and instruction are engaging, rigorous, and culturally relevant. Our local assessments and the state assessments reveal our students enter our programs below or significantly below grade level in English Language Arts and Mathematics. With this in mind, it is most important for us to continue to provide a rigorous and engaging learning experience that connects with each student and ignites a desire to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	For the 2022 Dashboard, the state was required to list both the four-year grade rate and the one-year grad rate. Our one-year grad rate was 93.8% and our four-year grad rate was 79.4%	Maintain a one year graduation rate at or above 85%.
Academic Achievement Data	Star Ren Testing 22-23: Student Median Growth Percentile: Reading All: 45% EL: 47% spED: 48% Low Income: 44% Math	Reading All students growth percentile at 47% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students. Math: All students growth percentile at 41% Reduce disparity

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All: 50% EL: 48% spED: 44% Low Income: 51%	between high needs students and all students with median growth percentile scores within 7% of all students. Student Growth Percentile, or SGP, compares a student's growth to that of their academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined.
ELPAC Data	21-22 ELPAC Data: Level 4=5.19% Level 3=33.77% Level 2=44.16% Level 1=16.88%	Increase overall score of 4 to 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged students.

Strategy/Activity

Provide instructional support, using highly qualified para-professionals and tutoring to students and to work alongside teachers to facilitate rigorous and engaging curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
260,024.62	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged students.

Strategy/Activity

Professional development including educator and administrator conferences to support curriculum and instruction and the social and emotional growth of our students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,106.65	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The 2022 Dashboard indicated that our one-year graduation rate remains high. Our incredible teaching and support staff, including instructional aides, worked to engage and connect with students to help facilitate the completion of needed credits. Our teachers engaged in professional learning that supported our students throughout the 2022-2023 school year. Our results from the Star Renaissance participation improved during the 22-23 school year both with participation and the results. Our pre-pandemic growth percentile for reading was 46 and 47 for math. During the 22-23 school year we had a teacher on special assignment directly supporting our multilingual students and will see improvements in scores for the 22-23 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences but we do have carryover for conferences as there was a decline in conferences and travel last year.

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

At this point there are no changes that will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student support services

LEA/LCAP Goal

The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

Goal 2

Provide access to student support services for all students including socioeconomically disadvantaged students, foster youth and students experiencing homelessness.

Identified Need

School connectedness, social-emotional well-being, and connection to services

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local LCAP/Continuous Improvement Survey	78.5% of students agreed they have access to counseling, with 16.2% having no opinion.	Increase to 80%.
Local LCAP/Continuous Improvement Survey	91.7% of students feel safe at school	Maintain 90%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged, students experiencing homelessness, and foster youth.

Strategy/Activity

Provide a network of support for students in foster youth and experiencing homelessness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

9,198.85	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Student Support Services/Case Managers

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Providing social and emotional supports for our students and access to resources is a major priority for our programs and essential now, more than ever. We collaborate with our foster youth and students in transition case managers to support our students. The case managers work directly with students, staff, and families. Additionally, the case managers provide professional learning as well as resources for our Alternative Education team.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences to report.

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

At this time there are no changes to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$280330.12
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$280,330.12

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$269,223.47
Title II Part A: Improving Teacher Quality	$11,106.65

Subtotal of additional federal funds included for this school: $280,330.12

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $280,330.12

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	269,223.47
Title II Part A: Improving Teacher Quality	11,106.65

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	269,223.47
5000-5999: Services And Other Operating Expenditures	11,106.65

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	269,223.47
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	11,106.65

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	271,131.27
Goal 2	9,198.85

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 12.2

Board Meeting Date: **November 16, 2023**   [**X**] Action   [ ] Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
            Dr. Jennifer Izant Gonzales, Director, Alternative Education

SUBJECT: School Plan for Student Achievement (SPSA) for the Santa Cruz COE Alternative Education Court Schools

---

BACKGROUND

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the SPSA plan.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Court	44-10447-4430146	10/10/23	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X   Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Santa Cruz County Office of Education will support the academic and social-emotional growth and achievement of all students. Our program actively engages in needs assessments to find areas of growth specifically through disaggregating student performance data and from directly surveying and talking with our students, families, staff, and community. The School Plan for Student Achievement (SPSA) aligns with continuous improvement efforts including the Local Control Accountability (LCAP) and the Western Association of Schools and Colleges (WASC) plan.

Table of Contents

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met to review the the goals and progress of the actions of the SPSA. The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. Annually, we review progress regarding improvement plans and solicit feedback through surveys, meetings, and student focus groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

Goal 1

Provide access and support to a rigorous and engaging educational experience that meets the needs of our diverse learners.

Identified Need

This goal was emphasized by all groups to keep our programs small, tailored to students, and ensure curriculum and instruction are engaging, rigorous, and culturally relevant. Our local assessments and the state assessments reveal our students enter our programs below or significantly below grade level in English Language Arts and Mathematics. With this in mind, it is most important for us to continue to provide a rigorous and engaging learning experience that connects with each student and ignites a desire to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	For the 2022 Dashboard, the state was required to list both the four-year grade rate and the one-year grad rate. Our one-year grad rate was 93.8% and our four-year grad rate was 79.4%	Maintain a one year graduation rate at or above 85%.
Academic Achievement Data	Star Ren Testing 22-23: Student Median Growth Percentile: Reading All: 45% EL: 47% spED: 48% Low Income: 44% Math All: 50% EL: 48% spED: 44% Low Income: 51%	Reading All students growth percentile at 47% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students. Math: All students growth percentile at 41% Reduce disparity between high needs students and all students with median growth percentile scores within 7% of all students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Student Growth Percentile, or SGP, compares a student's growth to that of their academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined.
ELPAC Data	21-22 ELPAC Data: Level 4=5.19% Level 3=33.77% Level 2=44.16% Level 1=16.88%	Increase overall score of 4 to 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged students.

Strategy/Activity

Provide instructional support, using highly qualified classified and certificated staff to support students and facilitate rigorous and engaging curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
103,023	Title I Part D 2000-2999: Classified Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged, and English Learners

Strategy/Activity

Professional development to support rigorous interdisciplinary curriculum and instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,404.43	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The 2022 Dashboard indicated that our one-year graduation rate remains high. Our incredible teaching and support staff, including instructional aides, worked to engage and connect with students to help facilitate the completion of needed credits. Our teachers engaged in professional learning that supported our students throughout the 2022-2023 school year. Our results from the Star Renaissance participation improved during the 22-23 school year both with participation and the results. Our pre-pandemic growth percentile for reading was 46 and 47 for math. During the 22-23 school year we had a teacher on special assignment directly supporting our multilingual students and will see improvements in scores for the 22-23 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

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

At this point there are no changes that will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student support services

LEA/LCAP Goal

The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

Goal 2

Provide access to student support services for all students including socioeconomically disadvantaged students, foster youth and students experiencing homelessness.

Identified Need

School connectedness, social-emotional well-being, and connection to services

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local LCAP/Continuous Improvement Survey	78.5% of students agreed they have access to counseling, with 16.2% having no opinion.	Increase to 80%.
Local LCAP/Continuous Improvement Survey	91.7% of students feel safe at school	Increase to 90%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including socioeconomically disadvantaged, students experiencing homelessness, and foster youth.

Strategy/Activity

Provide a network of support for students in foster youth and experiencing homelessness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

9198.85	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Student Support Services/Case Management

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Providing social and emotional supports for our students and access to resources is a major priority for our programs and essential now, more than ever. We collaborate with our foster youth and students in transition case managers to support our students. The case managers work directly with students, staff, and families. Additionally, the case managers provide professional learning as well as resources for our Alternative Education team.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences.

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

At this time there are no changes to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$119,626.28
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$119,626.28

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$9,198.85
Title I Part D	$103,023.00
Title II Part A: Improving Teacher Quality	$7,404.43

Subtotal of additional federal funds included for this school: $119,626.28

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $119,626.28

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	9,198.85
Title I Part D	103,023.00
Title II Part A: Improving Teacher Quality	7,404.43

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	112,221.85
5000-5999: Services And Other Operating Expenditures	7,404.43

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	9,198.85
2000-2999: Classified Personnel Salaries	Title I Part D	103,023.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,404.43

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	110,427.43
Goal 2	9,198.85

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 12.3

Board Meeting Date: **November 16, 2023**   [X] Action   [ ] Information

TO: County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools
Denise Sanson, Executive Director, Career & Adult Learning Services

SUBJECT: School Plan for Student Achievement (SPSA) for the Santa Cruz COE Career Advancement Charter

---

BACKGROUND

California Education Code § 64001(i) requires that the School Plan for Student Achievement shall be reviewed and approved by the governing board or body of the local educational agency at a regularly scheduled meeting whenever there are material changes that affect the academic program for pupils covered by programs identified in this part.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the SPSA plan.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults	44 10447 0136572	11/6/23	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Santa Cruz County Office of Education Career Advancement Charter provides a re-entry high school diploma and Career Technical Education (CTE) option for adult students. The CAC offers individualized, goal-oriented, work-based, relationship-focused guidance and instruction, resulting in graduates who have successfully completed all academic requirements and are prepared to enroll in a college or career training program. The CAC is student-centered and is committed to ensuring that our students are partners in the schooling process. We will continue our collaboration efforts with our Adult Education partners in the county aligning data, building capacity as partners, collaborating on new program ideas, sharing resources, and focusing on student transitions. Our plan is centered around literacy growth and achievement, removing barriers, and increasing access to postsecondary and workforce opportunities. Through continuing to identify predictable patterns of success and areas for growth in our program, we will work to disrupt inequities, in partnership with our students and community stakeholders, and enhance our capacity to serve our community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The CAC School Advisory Council meets quarterly to review student performance and resources, and to provide input as well as recommendations for the goals established by this improvement plan. Students are participatory and appreciate the opportunity to contribute to school improvement efforts. Staff also have had an opportunity to meet individually with administration to provide guidance. Survey data continues to be an important means of obtaining stakeholder input in our school community. Through this ongoing feedback we continue to develop and enhance student programs to best serve our student community. Previous feedback addressed the barriers students face while attending school, types of classes students would like to attend, learning and support opportunities for students, and additional student commentary on their needs and hopes. Teacher and support staff ideas, with reflection on the student data, help the CAC determine our goals and plan for each school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities for the Santa Cruz COE Career Advancement Charter are reported through multiple means such as our needs assessment at intake, Transition Specialist student interviews, Teacher/Specialist student update records, regular staff meetings, and student and staff surveys. Through these methods we have identified student resource inequities that we are working to address through multiple methods including but not limited to:

- Connecting students to community resources such as employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers our adult re-entry students face.
- Accessing mental health support for students and/or their family members.
- Providing direct support to students with job searching, resume writing, interview preparation, post-secondary opportunities including FAFSA completion, community college registration and enrollment, technical education, and career counseling will allow for the removal of barriers so that students can continue with their high school diploma completion and beyond.
- Implementing more professional learning opportunities for educators to support students' academic and social-emotional needs.
- Improve data collection and analysis in order to continue to identify and remove barriers of all kinds for our students and staff.
- Community feedback has indicated that we need to improve our outreach efforts. Many of our students find through word of mouth. There is a need for a process that is accessible and easy for students to navigate so that they can begin or continue their academic efforts.
- Respond to academic gaps by providing direct services in a small in person setting, particularly in the areas of math, literacy, and basic computer skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

Students will be supported holistically to remove barriers, increase opportunities, and develop various skills to be prepared for transitioning to post-secondary opportunities, including entry or advancement in the workforce.
Areas of focus for this goal include disrupting inequities by:
- Increasing access to postsecondary opportunities, including entry or advancement in the workforce
- Increasing student access to employment skills through Career and Technical Education courses
- Providing opportunities for hands-on learning as students progress through CTE skill growth units
- Ensuring that all CTE teachers are appropriately assigned and credentialed

Goal 1

This goal is focused on providing integrated support for all students so that they are able to earn a high school diploma and pursue post- secondary opportunities in the future. Most of the actions listed above were implemented though we made some adjustments due to staffing challenges and program need.

Identified Need

There is a critical need for direct support for our adult re-entry students in the following areas: connecting to community resources, including employment and employment readiness, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face. Providing direct support to students with career technical education experiences, job searching, resume writing, interview preparation, post-secondary opportunities including FAFSA completion, community college registration and enrollment, and career counseling will allow for the removal of barriers so that students can continue with their high school diploma completion and beyond.
We intend to focus on student transitions in and out of the Career Advancement Charter for our general student population and amongst specified targeted populations within our program such as incarcerated individuals, immigrants, multilingual learners,
and under-resourced students so that we can identify gaps in community resources. Providing integrated student support universally, through targeted populations and for the individual, allows us to grow and strengthen our program so that we can best provide for the whole student and so they may have an engaging learning experience and transition successfully beyond their high school diploma.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE course attendance	3.76%	50% of all CTE courses will have certifications offered.
CTE Certificate Attainment	0.5%	60%
All CTE teachers appropriately assigned and credentialed	100%	100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful postsecondary opportunity placement	16.6%	25%
Career and Transition Services (CASAS)	32.8%	70%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

CTE Instruction 0.7 FTE - Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
46,836.75	Other

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Mental Health Counseling - COE staff to provide mental health counseling and support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,494.	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Project Specialists: focus on transition support - In partnership with our Adult Education Consortium partners we know there is a need for direct support program-wide for our adult re-entry students in the following areas: connecting to community resources, including employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

| Source(s) |

73,498

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase CTE programming for Adult Students - Work directly with the Workforce Development Board and the County Office of Education to expand course offerings to adult students, with a particular emphasis on Medical and Dental Assisting as well as Construction Skills Certification

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19,453.57

Comprehensive Support and Improvement (CSI)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide childcare services - Provide afternoon and evening childcare services at the Sequoia Schools campus so that students are able to participate in educational, prosocial, and counseling opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31,984.21	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide healthy food options - Students will access warm meals on a daily basis at the CAC while on the Sequoia Schools campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,879	LCFF

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Action 2.1 We maintained our CTE Culinary teacher at 40% FTE. However, we did not replace the Construction Technology teacher. We do offer a free cost CTE Building Trades Pre-Apprenticeship program at our central office location and all CAC students are able to participate.

Action 2.2 We did not contract with an outside agency this year due to the challenges encountered the previous school year. Instead, we were able to provide counseling services through an onsite COE counselor who provided direct service as well as connected students to community resources. This approach was significantly more effective based on student and staff feedback.

Action 2.3 We have maintained the position of Bilingual Transition Specialist. This role has developed into a dynamic and integral part of the services offered through our program. With a focus on direct service, community collaboration, and assessment support the Transition Specialist has been very effective in supporting our overall program goals. We have decided to recruit and are in the process of hiring a second Bilingual Transition Specialist to focus on our students in corrections and on Adult Probation.

Action 2.4 We continued to collaborate with the Workforce Development Board to provide three Building Trades Pre-Apprenticeship cohorts, two of which were available to CAC students. This program may lead to Union Apprenticeships, employment with local industry partners, or continued education at Cabrillo College. Additionally, we have advertised our Medical and Dental Assisting Program to our CAC students, waiving the HSD requirement for eligible students. These CTE options will continue to be available. Additionally, we piloted an online certification program, Certiport, with initial feedback from staff indicating that the program was user friendly and that students were engaged. We will purchase licenses for the upcoming school year and concentrate on offering certification in a wide range of stackable credentials to support students in both their educational as well as employment paths.

Action 2.5 The CAC did provide childcare services in the afternoons and early evenings. We will continue to offer free childcare services in the upcoming school year and hope to extend the hours of availability.

Action 2.6 We did provide healthy food options for our CAC students. The Culinary Class students were additionally able to provide different meal options for our students. We will continue to prioritize the importance of offering healthy food options.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal focuses on providing integrated student support, to grow and strengthen our program so that we can best provide for the whole student and so they may have an engaging learning experience and transition successfully beyond their high school diploma. We were able to carry out the planned actions successfully. However, based on the data collected aligned with the actions, we will continue to shift our CTE approach as the classes were poorly attended.

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

We will not make any substantive changes to the planned goal or actions for the coming year. Our only changes are additive, adding a Bilingual Transition Specialist, expanded childcare offerings, and the new Certiport pilot.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Students will complete high school (HSD or HSE) with increased Math and English proficiency, improved job skills literacy, and greater post-secondary opportunities, including entry or advancement in the workforce.
Areas of focus for this goal include disrupting inequities by:
- Improving the scope of services to be responsive, equity-focused, culturally relevant, and student-centered
- Implementation of culturally relevant pedagogy
- Increasing student achievement as measured by the Comprehensive Adult Student Assessment System (CASAS)
- Ensuring all certificated teachers are appropriately assigned and fully credentialed
- Increasing instructional and administrative resources
- Acknowledging, addressing, and closing the opportunity gap for multilingual students
- Providing increased and meaningful opportunities for career exploration and preparation
- Increasing access to educational interventions

Goal 2

Student achievement will increase as measured by CASAS gains, credit accrual, and attainment of a high school diploma.

Identified Need

There is an identified need to assist students in making progress toward graduation from high school while increasing their English and Math proficiency and maximizing their post secondary opportunities with a focus on career exploration and job skills literacy. Improving student literacy expands student access to job training, workforce and higher education opportunities. Adult learners need specific supports that acknowledge their life experiences as well as the many real life responsibilities, including work, family, and school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASAS Gains (Math, English,)	52%	75%
Graduation Rate - California School Dashboard	30.6%	28%
Credit Accrual/Progress towards graduation % of students earning at least 45 credits per year, or graduate	19.06%	25%
Actual number of graduates (CAC)	103	90

School Plan for Student Achievement (SPSA)   Page 8 of 33 Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

216

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Actual number of graduates (CAC Corrections)	11	15

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

CASAS (Comprehensive Adult Student Assessment System) Management - Continue implementation of CASAS, develop and increase communication regarding the importance of testing, evaluate student growth and incorporate into the program improvement process

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,892.78	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Bilingual Instructional Support .5 FTE - Provide a bilingual instructional aide available for CAC students to expand educational interventions and support, including one to one tutoring

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,896.15	LCFF

Strategy/Activity 3
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ESL Students

Strategy/Activity

ESL Teacher .5 FTE - Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,870	Other

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Bilingual Executive Director; Programs Administrator 1.0 FTE - Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,043.07	Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Hire Bilingual 1.0 FTE Teacher for CAC programs - Retain current staffing and increase teacher by 1.0 FTE program-wide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
147,882	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Bilingual Community Organizer - Improve scope of service for students at all school sites, including implementation of career exploration learning, college counseling and registration, financial aid, job literacy growth assessments, outreach, registration, enrollment, data analysis, curriculum support, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
151,176	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ESL students

Strategy/Activity

Instructional Materials - Purchase instructional materials for use in Corrections and ESL courses

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,176	LCFF

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Learning Center facilities for adult students - Provide a space in North and South county for adult students to access instructional support, technological tools

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,672	LCFF

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Professional Staff Learning - Engage staff in dialogue specifically focused on working with adult learners to promote an intentional approach to disrupting inequities for adult students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

This goal aligned with many of our continuous improvement efforts. There are no substantive differences in planned actions and actual implementation of these actions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the implementation and budgeted expenditures for this goal.

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

Action 1.1 This year participation improved slightly from the year prior, reflecting both growth in enrollment and testing completion. Using the data to inform instructional approaches as well as aligning direct intervention efforts has been beneficial. Administering the CASAS in our correctional facilities continues to be an area of improvement.

Action 1.2 We have maintained this position and added an additional part time support person as it is important to overall success of our students and program. The instructional support staff participate in ongoing staff development and planning.

Action 1.3 We did provide two sections of ESL this school year. The sections were well attended. We purchased new ESL materials at the semester and are in the process of evaluating the effectiveness of this curriculum. ESL materials align with CASAS assessment.

Action 1.4 The bilingual program administrator continues to be a critical part of making progress in program-wide goals.

Action 1.5 We have maintained the addition of one bilingual Independent Study, added a second part time person at our Probation Success Center in South County, and finished the 22/23 school year without adding another full time certificated staff member.

Action 1.6 We have maintained the Bilingual Community Organizer position as it is an essential role for our CAC program. This position will continue.

Action 1.7 Our focus this year in terms of instructional materials has been on providing ESL materials for our adult learners. This curriculum is aligned with the CASAS assessment and is being used by many of our teachers with reported ease and success.

Action 1.8 The Learning Center continues to be a highly utilized space for both staff and students. We intend to continue using this model so that students have access to support, materials, and instructional staff throughout the week. It should be noted that as we continue to grow we will need to identify additional spaces to support student interaction and learning.

Action 1.9 Professional Learning is integrated into ongoing staff meetings. During the 22/23 school year this was a collaborative effort with the CAC team.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Community Engagement

LEA/LCAP Goal

The CAC will increase access and capacity to serve students through community engagement and outreach with a focus on partnerships, sustainability, and centering student voice.
Areas of focus for this goal include disrupting inequities by:

- Maintaining services across the county, including Corrections, Probation Services Center
- Expanding services to students at the Encinal Street, North County location
- Continued development of the intake process to document student need and streamline referrals for services
- Work closely with other County Office of Education departments, specifically Alternative Education, to offer HSD/HSE services to interested students
- Work with community partners for student outreach
- Offer authentic opportunities for student input and decision making

Goal 3

To increase access and capacity to serve students through community engagement and outreach with a focus on partnerships, sustainability, and centering student voice.

Identified Need

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortia member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meeting student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners with a focus on relationship building, resource connections, culturally responsive, diverse opportunities for students, and meeting them wherever they are on their educational journey. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average student enrollment	320	200
Average daily attendance	137	175
Persistence Data	58.12%	60%
Student Survey Data Program Satisfaction:% of students who strongly agree that staff is dedicated to student academic success.	100%	94%

School Plan for Student Achievement (SPSA)   Page 14 of 33 Santa Cruz County Office of Education Career Advancement
Charter, Re-Entry High School for Adults

222

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Expand CAC Services - HSD and HSE services will be provided at the North and South count campus, Corrections, Probation Service Centers, as well as a continued commitment to be responsive to other interested community partners

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
212,207.20	LCFF

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student Intake Process - Bilingual staff to complete student intakes to welcome new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Community Referral System - Utilize Community Pro to make appropriate referrals to postsecondary opportunities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,946.39	Comprehensive Support and Improvement (CSI)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Partnership in the adult education consortium of Santa Cruz (Greater Opportunities for Adult Learning) - Work closely with adult education community partners on the CAEP and WIOA II grants, strategize with new and long-time partners to create new programming and program pathways, connections, referrals, data and general collaboration

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,453.57	Comprehensive Support and Improvement (CSI)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student Outreach - Promote CAC program across the county to encourage more adult students to complete HSD or HSE

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

16,797.30	LCFF

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Identify Eligible WIOA training - Work with the Workforce Development Board to identify and promote eligible training provider list and federal funding for scholarships

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,946.39	Comprehensive Support and Improvement (CSI)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Career Development Focus - Professional development for staff around career development, offer quarterly job fair and postsecondary opportunities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,269	LCFF

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Action 3.1 Our enrollment continues to grow in the CAC. This year we provided HSD/HSE programming at both Probation Success Centers. We offered our BTPA program at the Rountree Correctional Facility and started services again at The Blaine Street Facility at the end of the school year.

Action 3.2 The student intake process is one of the strongest parts of our CAC program. We continue to strengthen and systematize this process, leaving more time for the instructional staff to focus on teaching their students. The intake now includes the CASAS assessment, a writing sample, and a transcript analysis.

Action 3.3 Community Pro is the shared platform for our Adult Education consortium. We continue to make progress in learning the database so that we can make appropriate referrals for students transitioning either to postsecondary programming or from our partner agencies to us.

Action 3.4 Our ongoing partnership with GOAL/CAEP consortium gives us the opportunity to strategize, share best practice, identify ways to supplement programming, and identify gaps. This year in particular we have been focused on sharing data and using metrics that best represent the individual agencies. Our GOAL collaboration is beneficial and fosters learning and collaboration across our agencies.

Action 3.5 Students have expressed the desire for expanded learning opportunities such as tutoring support in core subject areas, increasing CTE class offerings, and career readiness workshops. We made progress by implementing evening learning sessions at our Sequoia school site. Students have the opportunity to participate in a variety of evening classes and workshops every week. Students gain foundational skills in core subject areas, develop career readiness skills, build community with others, and earn credits in a safe and supportive learning environment. Additionally, our CTE Culinary class has seen immense success, and our instructor has implemented a Gardening component. We have also made progress with our social media presence. Networking with transition specialists from our partner agencies has also benefited our outreach efforts.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no planned changes to the goal, metric, or desired outcomes.

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

We will not make any changes to this planned goal. All actions will continue and we will build on the work established in this school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$177,547
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$903,373.38

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$186,727.77

Subtotal of additional federal funds included for this school: $186,727.77

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$651,938.86
Other	$64,706.75

Subtotal of state or local funds included for this school: $716,645.61

Total of federal, state, and/or local funds for this school: $903,373.38

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement (CSI)	186,727.77
LCFF	651,938.86
Other	64,706.75

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Comprehensive Support and Improvement (CSI)	186,727.77
	LCFF	651,938.86
	Other	64,706.75

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	189,145.53
Goal 2	438,608.00
Goal 3	275,619.85

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

School Plan for Student Achievement (SPSA)   Page 23 of 33 Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

231

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

School Plan for Student Achievement (SPSA)   Page 24 of 33Santa Cruz County Office of Education Career Advancement
Charter, Re-Entry High School for Adults

232

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

School Plan for Student Achievement (SPSA)　　　　　Page 25 of 33Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

233

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

School Plan for Student Achievement (SPSA)   Page 26 of 33 Santa Cruz County Office of Education Career Advancement
Charter, Re-Entry High School for Adults

234

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

School Plan for Student Achievement (SPSA)   Page 27 of 33 Santa Cruz County Office of Education Career Advancement
Charter, Re-Entry High School for Adults

235

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

           a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

           b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

              i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

              ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

              iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

              iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

              v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

School Plan for Student Achievement (SPSA)   Page 28 of 33Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

236

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

School Plan for Student Achievement (SPSA)   Page 29 of 33Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

237

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

School Plan for Student Achievement (SPSA)   Page 30 of 33Santa Cruz County Office of Education Career Advancement
Charter, Re-Entry High School for Adults

238

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

School Plan for Student Achievement (SPSA)   Page 31 of 33 Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

239

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

School Plan for Student Achievement (SPSA)   Page 32 of 33Santa Cruz County Office of Education Career Advancement
Charter, Re-Entry High School for Adults

240

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA)   Page 33 of 33Santa Cruz County Office of Education Career Advancement
Charter, Re-Entry High School for Adults

241

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 12.4

Board Meeting Date: **November 16, 2023** [X] Action [ ] Information

TO: County Board of Education

FROM: Sandra Nichols, Chair, Community Outreach and Legislation Committee
Dr. Faris Sabbah, County Superintendent of Schools
Hayley Newman, Coordinator, School Climate and Wellness

SUBJECT: Resolution #23-36 Recognizing November as National Homeless Youth Awareness Month

---

BACKGROUND

In 2007, Congress established November as National Homeless Youth Awareness Month to raise awareness about youth homelessness, its causes, and potential solutions. This month is a time to recognize efforts addressing youth homelessness and strengthen the commitment to ending it in the United States. The California Homeless Education Technical Assistance Center (HETAC) and the California Department of Education (CDE) support this initiative and emphasize the role of education in preventing and ending youth homelessness. The Board will consider adopting this Resolution.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #23-36

RESOLUTION #23-36
RECOGNIZING NOVEMBER AS NATIONAL HOMELESS YOUTH AWARENESS MONTH

WHEREAS, it is estimated that 1 in 30 youth ages 13 to 24 and 1 in 10 young adults ages 18 to 25 in the United States experience some form of homelessness over the course of a year; and

WHEREAS, U.S. public schools enroll more than one million children and youth experiencing homelessness each school year; and

WHEREAS, an estimated 2,709 children and youth experienced homelessness in Santa Cruz County in the 22/23 School Year; and

WHEREAS, a disproportionate number of youth experiencing homelessness are members of historically underserved populations, including youth of color and LGBTQIA+ youth; and

WHEREAS, youth experiencing homelessness on their own are more likely to be victims of physical and sexual abuse, labor or sex trafficking, and other forms of exploitation; and

WHEREAS, students experiencing homelessness continue to face challenges due to high levels of school mobility, residential mobility, educational disruption, unmet basic needs, and homelessness-related trauma and stress; and

WHEREAS, youth without a high school credential are 346% more likely to experience homelessness than their peers who complete high school; and

WHEREAS, the Santa Cruz County Office of Education Students in Transition program provides assistance to children, youth, and families experiencing homelessness, including implementing the McKinney-Vento Homeless Assistance Act, with a focus on ensuring their educational rights and protections; and

WHEREAS, the Santa Cruz County Office of Education Students in Transition program aims to bring greater awareness of the challenges and needs experienced by children, youth, and families experiencing homelessness and the resources available to address those challenges and needs; and

WHEREAS, in 2007 Congress passed its first resolution recognizing November as National Homeless Youth Awareness Month to build awareness of the issue of youth homelessness, including its causes and potential solutions, and highlight the need to work to prevent homelessness among children and teens; and

WHEREAS, schools and organizations across the country have continued to recognize November as National Homeless Youth Awareness Month each year to bring greater awareness to the issue of youth homelessness; applaud the efforts of businesses, organizations, and volunteers dedicated to meeting the needs of children, youth, and families experiencing homelessness, and grow the commitment to intensify efforts to prevent and end homelessness among young people in the United States; and

WHEREAS, the Santa Cruz County Board of Education and Office of Education would demonstrate commitment to improving the educational outcomes, housing outcomes, and overall well-being of children and youth experiencing homelessness by bringing attention to and supporting National Homeless Youth Awareness Month events and initiatives throughout Santa Cruz County during the month of November in 2023;

NOW, THEREFORE, BE IT RESOLVED that Santa Cruz County Board of Education and County Superintendent of Schools hereby recognize November as National Homeless Youth Awareness Month and hereby request that schools, families, and community leaders of Santa Cruz County recognize the unique challenges and needs of children, youth, and families experiencing homelessness and commit to increasing both awareness of the issues impacting these children, youth, and families and their commitment to helping them succeed.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa
      Cruz, State of California, this 16th day of November 2023, by the following vote:

    AYES:

    NAYS:

    ABSENT:

    ABSTAIN:

_____   _____
Bruce Van Allen, Board President   Dr. Faris M. Sabbah, Secretary
Santa Cruz County Board of Education   Santa Cruz County Superintendent of Schools

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 12.5

Board Meeting Date: **November 16, 2023**   [X] Action   [ ] Information

TO: County Board of Education

FROM: Sandra Nichols, Chair, Community Outreach and Legislation Committee
Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Resolution #23-37 Recognizing Special Education Day

BACKGROUND

December 2nd is recognized as National Special Education Day. This day celebrates the anniversary of the nation's first special education law as the Individuals with Disabilities Act (IDEA) was signed on December 2, 1972. Special Education Day was first celebrated in 2005 which was the 30th anniversary of IDEA. The Board will consider adopting this Resolution.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #23-37

RESOLUTION #23-37
RESOLUTION RECOGNIZING NATIONAL SPECIAL EDUCATION DAY

WHEREAS, December 2nd is recognized as National Special Education Day, celebrating the anniversary of the signing of the nation's first special education law as the Individuals with Disabilities Act (IDEA), on December 2, 1972; and

WHEREAS, IDEA makes a free appropriate public education (FAPE) available to eligible children with disabilities throughout the nation and ensures special education and other related services be made available to the students; and

WHEREAS, IDEA governs how states and public agencies provide early interventions, special education, and related services to infants, toddlers, children, and youth with disabilities; and

WHEREAS, as of the 2018-19 school year, special education services were provided to 795,047 individuals in California, including newborns through those twenty-two years of age, according to the California Department of Education; and

WHEREAS, California, at no cost to parents, provides specially designed instruction to meet the needs and settings that allow infants and their families, preschoolers, students, and young adults to be educated with their peers; and

WHEREAS, the Santa Cruz County Office of Education's Special Education Department partners with the County's schools to serve students with disabilities from birth to age 22; and

WHEREAS, the Santa Cruz County Office of Education's Special Education Department also provides services to special education students attending institutional schools, as well as community schools; and

246

WHEREAS, the Santa Cruz County Board of Education and Office of Education are committed to improving student equity and access to high quality education regardless of a student's ability or disability; to providing quality support to districts, schools, students, and communities; as well as being a premier service organization;

THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and the County Superintendent of Schools do hereby adopt this resolution to recognize December 2nd as National Special Education Day.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 16th day of November 2023, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

_____   _____
Bruce Van Allent, Board President   Dr. Faris Sabbah, Secretary
Santa Cruz County Board of Education   Santa Cruz County Superintendent of Schools

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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 12.6

Board Meeting Date: **November 16, 2023**   [X] Action   [ ] Information

TO: County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services
Rebecca Olker, Executive Director, Fiscal Services
Melissa Lopez, Director, Internal Business Services

SUBJECT: Resolution #23-38 To Commit Funds Towards Future High Priority Capital Facility Improvements

BACKGROUND

The Santa Cruz County Office of Education was able to retain the savings from previous facility projects in the County School Facility Fund 35. The ending balance in Fund 35 at June 30, 2023 was $737,923.32. The Office of Public School Construction ("OPSC") allows LEAs to retain their project savings as long as those savings are used for "high priority capital facility needs.

By passing this resolution, the Board is committing the funds towards high priority capital facility needs

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve Resolution #23-38

Board Meeting Date: November 16, 2023   **Agenda Item**: #12.6

RESOLUTION #23-38
RESOLUTION TO COMMIT FUNDS
FOR HIGH PRIORITY CAPITAL NEEDS

WHEREAS, the Government Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying the constraints that govern how a government entity can use amounts reported as fund balance; and

WHEREAS, the Governing Board is the highest level of decision-making authority, and has the authority to commit, assign, or evaluate existing fund balance classifications and identify the intended uses of committed or assigned funds; and

WHEREAS, the committed fund balance classification reflects amounts subject to internal constraints self-imposed by the Governing Board; and

WHEREAS, once the committed fund balance constraints are imposed, it requires the constraint to be removed by the Governing Board in the event those funds are chosen to be redirected for other purposes; and

WHEREAS, the balance of funds contained in the County Schools Facility Fund 35 are the result of 1) savings from previous capital improvement facility projects that were funded by the School Facility Program ("SFP"), and 2) accumulated interest earnings on those savings; and

WHEREAS, the Office of Public School Construction ("OPSC") requires that savings generated by former capital facility projects that were funded by the SFP must be used on other high priority capital needs, and

WHEREAS, the Governing Board has determined it will commit the entire fund balance in the County Schools Facility Fund 35 to use towards identified high priority capital facility needs,

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of the Santa Cruz County Office of Education, in accordance with the provisions of GASB 54 hereby commits the balance contained in the County School Facilities Fund 35 towards high priority capital facility needs, and that funds cannot be used for any purpose other than directed above, unless the Governing Board adopts another resolution to remove or change the constraint.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 16th day of November 2023, by the following vote:

AYES:

NAYS:

ABSENT:

ABSTAIN:

_____   _____
Bruce Van Allent, Board President   Dr. Faris Sabbah, Secretary
Santa Cruz County Board of Education   Santa Cruz County Superintendent of Schools