



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

Santa Cruz County Board of Education
Santa Cruz County Office of Education
400 Encinal Street
Santa Cruz, CA 95060

Regular Board Meeting
November 15, 2018
Time: 4:00 p.m.
Board Room

AGENDA

1.0 **CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM**

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

2.0 **PLEDGE OF ALLEGIANCE**

Bruce Van Allen (President) will lead the Pledge of Allegiance.

3.0 **APPROVAL OF AGENDA**

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

4.0 **PUBLIC COMMENT**

This is an opportunity for the public to address the Board regarding items not on the agenda. The Board President will recognize any member of the audience not previously placed on the agenda who wishes to speak on a matter directly related to school business. Each speaker, on any specific topic, may speak up 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 (E.C. Section 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 page of this agenda.

5.0 **CONSENT AGENDA**

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

5.0.1 Minutes of the Board Meeting held on October 18, 2018

5.0.2 Minutes of the Special Board Meeting held on November 2, 2018

5.0.3 Routine Budget Revisions

5.0.4 Treasurer's Quarterly Investment Report, Quarter Ended September 30, 2018

5.1 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.

6.0 CORRESPONDENCE

Correspondence will be available for review at the meeting location.

7.0 RECOGNITIONS

7.1 Debbie Stanbra

The Board will recognize Debbie Stanbra, Director, Technology, Business Information Systems, for her 21 years of service to the Santa Cruz County Office of Education.

Presenter: Mary Hart, Deputy Superintendent, Business Services

7.2 Carol Trent

The Board will recognize Carol Trent, Senior Instructional Aide, Alternative Education Department, for her 40 years of service to the Santa Cruz County Office of Education.

Presenter: John Rice, Sr. Director, Alternative Education Department

7.3 Heather Hutchison

The Board will recognize Heather Hutchison, Fiscal Accountant, Career Technical Education Partnership, for her 22 years of service to the Santa Cruz County Office of Education

Presenter: Mark Hodges, Senior Director, CTEP

7.4 Dave Barnett

The Board will recognize Dave Barnett, Director, Technology Infrastructure, for his 20 years of service to the Santa Cruz County Office of Education.

Presenter: Mary Hart, Deputy Superintendent, Business Services

8.0 REPORTS, DISCUSSIONS AND PRESENTATIONS

8.1 Santa Cruz County College Commitment (S4C)

The Santa Cruz County College Commitment (S4C) is a collaborative of educators, administrators, and counselors including ten k-12 school districts, three colleges, and the County Office of Education. The goal of S4C is to increase post-secondary access and attainment for students in Santa Cruz County.

S4C serves as a backbone for college and career readiness initiatives in the county by bringing together local educational organizations around a shared vision. S4C facilitates and organizes a variety of countywide programs and activities to promote college and career readiness such as annual elementary and middle school visits to colleges, ongoing teacher professional development for mathematics, counselor professional development, and cross-institutional mathematics articulation efforts.

Presenter: Cristine Chopra, Executive Director, S4C

8.2 California School Dashboard Local Indicators

The Board will receive a report on the California School Dashboard Local Indicators. Each LEA is encouraged to provide the local indicator reports to the governing board on a yearly basis.

Presenter: John Rice, Senior Director, Alternative Education

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

Education Code Section 1240(2)(B) requires, pursuant to the Williams Settlement Legislation, that the County Superintendent of Schools report the findings of visits and reviews of schools within the county designated as decile 1-3 schools.

Presenter: Thom Dunks, Leadership Coach, TICAL

8.4 Annual Report – Pacific Collegiate School

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 the fulfillment of the charter's purpose and goals.

Presenter: Simon Fletcher, Principal

8.5 Superintendent Salary Schedule

The Board will discuss and may approve the salary schedule for the incoming Santa Cruz County Superintendent of Schools (per Education Code Section 1209).

Presenter: Troy Cope, Senior Director, Human Resources

9.0 UNFINISHED BUSINESS

10.0 SUPERINTENDENT REPORT

County Superintendent of Schools, Michael C. Watkins, will provide an update on activities and matters of interest.

11.0 TRUSTEE REPORTS (3 minutes each)

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

12.0 AD HOC COMMITTEE REPORTS/ACTIONS (if any)

13.0 ADDITIONS, IF ANY, TO FUTURE BOARD AGENDA ITEMS

14.0 SCHEDULE OF MEETINGS AND COMING EVENTS

November 29 – December 1, 2018	CSBA Annual Education Conference San Francisco, CA
December 20, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060
January 7, 2019 12:00 p.m.	Special Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060
January 17, 2019 TBD	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060

15.0 ADJOURNMENT

PLEASE NOTE:

Public Participation:

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

Backup Documentation:

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

Translation Requests:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Jim Guss 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 Jim Guss por teléfono al numero (831) 466-5900.

ADA Compliance:

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

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Consent Agenda: Regular Board Meeting Minutes, October 18, 2018

DEPARTMENT/PROGRAM:

Santa Cruz County Board of Education

ACTION REQUESTED:

Board Approval

PREVIOUS STAFF/BOARD ACTION:

None

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Consent Agenda items are recommended for approval as actions routine in nature and acted upon as one motion. Specific items may be removed for separate consideration.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Michael Watkins, Superintendent
Jim Guss, Administrative Aide to the Superintendent

Santa Cruz County Board of Education
Santa Cruz County Office of Education
400 Encinal Street
Santa Cruz, CA 95060

Regular Board Meeting
October 18, 2018
Time: 4:00 p.m.
Board Room

UNAPPROVED MINUTES

1.0 CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Board Present

Bruce Van Allen (President)
Jane Barr
Rose Filicetti
Sandra Nichols
Sue Roth
Dana Sales
Abel Sanchez
Michael Watkins (Secretary)

Staff Present

Faris Sabbah
Mary Hart
Jivan Dhaliwal
Jim Guss
Devon Lincoln (Counsel)

Absent

None.

2.0 PLEDGE OF ALLEGIANCE

Bruce Van Allen (President) led the Pledge of Allegiance.

12.0 APPROVAL OF AGENDA

Trustee Barr asked that the Agenda order be changed (Item 8.5 moved prior to Item 8.4).

It was M.S.C (Filicetti/Barr) to approve the Agenda as amended.

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

12.0 PUBLIC COMMENT

Deputy Superintendent Faris Sabbah introduced Jason Borgen as the new Chief Technology Officer for the COE.

5.0 CONSENT AGENDA

- 5.0.1 Minutes of the Board Meeting held on September 20, 2018
- 5.0.2 Routine Budget Revisions
- 5.0.3 Donations
- 5.0.4 Surplus Equipment

It was M.S.C. (Filicetti/Nichols) to approve the Consent Agenda.

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

5.1 DEFERRED CONSENT ITEMS (if required)

None.

6.0 CORRESPONDENCE

None.

7.0 RECOGNITIONS

Agenda Items 7.1 and 7.2 were postponed to the November 15, 2018 meeting.

8.0 PUBLIC HEARINGS/NEW BUSINESS AND ACTION ITEMS

8.1 Adopt Resolution 18-16: Gann Amendment Appropriations

The Board was asked to adopt Resolution 18-16 by Rebecca Olker, Director, Fiscal Services. The Gann Amendment 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.

It was M.S.C. (Nichols/Barr) to adopt Resolution 18-16 in support of the Gann Amendment Appropriations.

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

8.2 Adopt Resolution 18-17: Authorizing Temporary Cash Loans to Santa Cruz County School Districts.

The Board was asked to adopt Resolution 18-17 by Jean Gardner, Senior Director, Fiscal Services. Pursuant to Education Codes 42621 and 42622, the County Superintendent of Schools, with the approval of the County Board of Education, may make temporary transfers to any school district which does not have sufficient money to its credit to meet current operating expenses.

It was M.S.C. (Filicetti/Roth) to adopt Resolution 18-17 in support of authorizing temporary cash loans to Santa Cruz County School Districts.

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

8.3 Pacific Collegiate Charter School

The Board was asked by Mary Hart, Deputy Superintendent, Business Services, to approve a change to the Memorandum of Understanding (MOU) with Pacific Collegiate Charter School (PCS). The change in the wording of the MOU would release PCS from having to use the same financial system that is in place with the COE.

It was M.S.C. (Roth/Nichols) to approve the change to the Memorandum of Understanding with Pacific Collegiate Charter School.

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

8.4 Adopt Resolution 18-20: Use of Proposition 30 Education Protection Act Funds

Item moved up from Agenda Item 8.5.

The Board was asked by Rebecca Olker, Director, Fiscal Services, to adopt Resolution 18-20 to approve usage of the funds made available from Proposition 30 for educational expenditures within the Career Advancement Charter School budget.

It was M.S.C. (Sales/Filicetti) to adopt Resolution 18-20 to approve usage of the funds made available from Proposition 30 for educational expenditures within the Career Advancement Charter School budget.

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

8.5 Integrative Leadership Academy (Resolution 18-18 or Resolution 18-19)

Introduction of Item by Board President

Bruce Van Allen (President) introduced Item 8.5 to the Board by explaining the process by which the Item would be presented to the Board.

Overview and Introduction of Counsel

Jivan Dhaliwal, Associate Superintendent, Educational Services, presented to the Board an overview of the review process that was completed by the Santa Cruz County Office of Education Charter Review Team.

Superintendent Watkins introduced Ms. Devon Lincoln, Partner, Lozano Smith, Attorneys at Law as the COE's legal counsel.

Presentation by Counsel

Devon Lincoln presented to the Board the legal requirements for the review of the charter petition, the 15 required elements of a charter petition, the Review Team Process, and the grounds for denial of a charter petition.

Ms. Lincoln continued her presentation to the Board by discussing the findings of the Charter Review Team. The Review Team stated that the Petition lacked crucial details regarding how the charter school would address the needs of special education students, financial concerns and that the Charter School would not be able to achieve a racial and ethnic balance among its pupils. The Team also had concerns with the Educational Program.

Ms. Lincoln completed her presentation to the Board by stating that the Charter Review Team's recommendation to the Board would be to deny the Petition made by Integrative Leadership Academy. She also explained the two resolutions (Resolution 18-18 and Resolution 18-19) that were being presented to the Board and their ramifications for either approval or denial.

Approving Resolution 18-18 would be a "Conditional Approval" for the Integrative Leadership Academy Charter School and approval of a proposed Memorandum of Understanding (MOU) between the Santa Cruz County Board of Education, the Santa Cruz County Superintendent of Schools/Office of Education and the Integrative Leadership Academy.

Approving Resolution 18-19 would deny the Petition, as the Petition presents an unsound educational program for the students to be enrolled in the Charter School (Education Code 47605(b)(1); Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition (Education Code 47605(b)(2); and the Petition does not contain reasonably comprehensive descriptions of all of the fifteen required elements as set forth in Education Code 47605, subdivision (b)(5)(A)-(O).

Comments on the Charter Petition

President Van Allen allowed Dr. Nicky Ramos-Beban, Ph.D. Executive Director, Integrative Leadership Academy (ILA) and Dr. Laurie Bruton, Superintendent, San Lorenzo Valley Unified School District to each give their views/comments regarding the Petition.

President Van Allen opened the floor to allow teachers, employees, parents, guardians or any other member of the public who desired to speak on the matter. The following people spoke before the Board: Angie Pennington, Estelle Fein, Mary Kashmar, Jason Miller, Vickee Flynn (for Genevive Florea), Swati Bhargara, Mark Sherby, George Wylie, Karen Ehrlich, Jacquie Sprackler, Nancy Hawkins, David Ramos-Beban, Kristen Rivers and Jacqui Rice.

Questions from the Board

President Van Allen opened the floor for the Board members to ask clarifying questions of staff, legal counsel, the Petitioners or the District. The Board asked numerous questions all of the participants.

Deliberations by the Board

Following the questions by the Board, each of the Board members stated their views concerning the Petition.

Action

It was M.S.C. (Barr/Filicetti) to adopt Resolution 18-19 to deny the Charter Petition presented by Integrative Leadership Academy based on the findings of the Charter School Review Team.

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

The Board called a recess at 6:01 p.m.

President Van Allen called the meeting back to order at 6:08 p.m.

8.6 Approval of Implementation of New Financial System and Request for Support

The Board was asked by Mary Hart, Deputy Superintendent, Business Services, to approve the implementation of a new Financial System, Escape Technology, for the COE and for the 10 Districts. Approval would also include authorizing a \$500,000.00 allocation on behalf of all 10 districts to implement the new system.

It was M.S.C. (Barr/Roth) to approve the implementation of the new financial system and the request for support.

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

9.0 REPORTS, DISCUSSIONS AND PRESENTATIONS

9.1 Career Advancement Charter School Annual Report

Deputy Superintendent, Faris Sabbah, presented to the Board an annual report on the Career Advancement Charter School. The first year for the school was very successful with over 49 students graduating with their high school diploma. Mr. Sabbah was very complimentary to the staff who made this first year so successful. Mr. Sabbah introduced current student, Mauricio Velasquez, who shared with the Board his experience with the Career Advancement Charter School.

9.0 UNFINISHED BUSINESS

None.

10.0 SUPERINTENDENT REPORT

County Superintendent of Schools, Michael Watkins, provided an update on his activities and matters of interest since his last report on August 16, 2018.

12.0 TRUSTEE REPORTS

Trustee Sales advised the Board that the Superintendent's Compensation Committee met and will have a report for the next meeting.

Trustee Nichols stated that she went to the Resource Center for Non-Violence and heard Gail McLaughlin speak. She was also invited by the Pajaro Valley Federation of Teachers to introduce and hear Assembly member Tony Thurmond speak. Trustee Nichols stated that she has recently started a letter writing campaign to new voters or voters who haven't voted in the last few elections. Trustee Nichols also recently attended a meeting with the Community Outreach and Legislative Committee. The Committee requests that any resolutions from the public in support of legislative action be referred to the Committee before being introduced to the Board for approval.

Trustee Filicetti informed the Board that she participated in the Capitola Beach Festival, attended a program with Doris Kearns Goodwin: Leadership in Turbulent Times, attended the Soquel Union Elementary School District Meeting, attended a Chamber of Commerce lunch with State Controller Betty Yee, attended an all-day NEST Flight Conference for college and career pathways, and attended the Community Outreach and Legislative Committee meeting.

Trustee Barr advised the Board that she attended a recent Chamber of Commerce meeting where she was able to hear California State Controller Betty Yee speak on a number of issues including education, the economy and housing.

Trustee Sanchez stated that he was preparing for the upcoming elections where he will be volunteering.

13.0 AD HOC COMMITTEE REPORTS/ACTIONS

None

14.0 ADDITIONS, IF ANY, TO FUTURE BOARD AGENDA ITEMS

None.

15.0 SCHEDULE OF MEETINGS AND COMING EVENTS

September 27, 2018 7:45 a.m.	Inside Education – Early Years Santa Cruz County Office of Education – Boardroom 400 Encinal Street, Santa Cruz, CA 95060
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October 18, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060
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October 25, 2018 7:45 a.m.	Inside Education - Elementary Santa Cruz County Office of Education – Boardroom 400 Encinal Street, Santa Cruz, CA 95060
November 15, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060
December 20, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060

16.0 ADJOURNMENT

Bruce Van Allen (President) adjourned the meeting at 6:44 p.m.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Consent Agenda: Special Board Meeting Minutes, November 2, 2018

DEPARTMENT/PROGRAM:

Santa Cruz County Board of Education

ACTION REQUESTED:

Board Approval

PREVIOUS STAFF/BOARD ACTION:

None

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Consent Agenda items are recommended for approval as actions routine in nature and acted upon as one motion. Specific items may be removed for separate consideration.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Michael Watkins, Superintendent
Jim Guss, Administrative Aide to the Superintendent

Santa Cruz County Board of Education
Santa Cruz County Office of Education
400 Encinal Street
Santa Cruz, CA 95060

Special Board Meeting
November 2, 2018
Time: 2:00 p.m.
Superintendent's Conference Room

UNAPPROVED MINUTES

1.0 **CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM**

Board Present

Bruce Van Allen (President)
Jane Barr (Arrived Late)
Rose Filicetti
Sandra Nichols (Arrived Late)
Sue Roth
Dana Sales
Abel Sanchez
Michael Watkins (Secretary)

Staff Present

Faris Sabbah
Mary Hart (By Phone)
Jim Guss
Reuben Helick (Real Estate Negotiator)
Jerome Behrens (Counsel) (By Phone)

Absent

None.

2.0 **PLEDGE OF ALLEGIANCE**

Bruce Van Allen (President) led the Pledge of Allegiance.

3.0 **APPROVAL OF AGENDA**

It was M.S.C (Sales/Filicetti) to approve the Agenda.

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

4.0 **PUBLIC COMMENT**

None.

5.0 PUBLIC HEARINGS/NEW BUSINESS AND ACTION ITEMS

5.1 Closed Session Disclosure (Open Session)

Bruce Van Allen (President) disclosed that the Board would be going into closed session to discuss matters relating to the possible purchase of certain real properties as noted in Agenda Item 5.2. Comments from the Public were solicited; however, there were none.

5.2 Conference with Real Property Negotiators

The Board, in accordance with Government Code Section 54956, discussed the possible purchase of certain real property with Real Estate Negotiator Reuben Helick (Cushman & Wakefield) and COE Counsel Jerome Behrens (Lozano Smith Attorneys at Law).

Ms. Hart and Mr. Behrens left the meeting at 2:40 pm

5.3 Report Out on Closed Session (Open Session)

Bruce Van Allen (President) reported that the Board (during closed session) considered options concerning real estate purchases. The Board created an Ad Hoc Committee (Trustee Barr, Trustee Sales and Trustee Sanchez) in order to enter into talks and a possible contract (up to \$10,000.00) with a relocation firm(s) and, if the information obtained is positive, submit an offer of \$1.1 million for the property in question.

5.4 Adopt Resolution 18-21: Relocation Assistance Guidelines

The Board was asked to adopt Resolution 18-21 by Superintendent Michael Watkins in order to implement payments and to administer relocation assistance to displaced persons.

It was M.S.C (Barr/Filicetti) to adopt Resolution 18-21 to implement payments and to administer relocation assistance to displaced persons.

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

6.0 ADJOURNMENT

Bruce Van Allen (President) adjourned the meeting at 2:59 p.m.

SUPERINTENDENT’S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Consent Agenda: Routine Budget Revisions

DEPARTMENT/PROGRAM:

Business Services/Administration

ACTION REQUESTED:

Board Approval

PREVIOUS STAFF/BOARD Action:

None

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Detailed revisions and narrative follow this page.

FISCAL IMPLICATIONS:

Adjusts 2018-2019 Spending Plan

CONTACT PERSON(S):

Jean Gardner, Senior Director, Fiscal Services

Rebecca Olker, Director, Fiscal Services

**BOARD OF EDUCATION**


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

Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 • www.santacruzcoe.org

MEMO

DATE: November 15, 2018

TO: Santa Cruz County Board of Education
Michael C. Watkins, County Superintendent of Schools

FROM: Mary Hart 
Deputy Superintendent, Business Services
Jean Gardner
Senior Director of Fiscal Services

RE: October Budget Revisions

Budget revisions in October reflected a decrease in projected revenues for **\$441,481** and a decrease in expenditures in the amount of **\$573,741**, resulting in a net increase to fund balance of **\$132,259**. The beginning fund balances were adjusted to reflect the correct balance based on prior year's Unaudited Actuals, resulting in an increase to fund balance of **\$2,200,150**.

In addition, there were adjustments made to revenue, salaries, benefits, services and supplies necessary to more closely match projected estimates for the year, which were the result of communications with departments and fiscal analysis. Included in these changes are the negotiated salary increases for this fiscal year as well as the closure of an external program within the Special Education department.

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

MH:rao
5 attachments

CC: Rebecca Olker

Santa Cruz County Office of Education
Budget Variance Summary for October, 2018
November 18, 2018 Board Meeting

	2018-2019	2018-19	OCTOBER		2018-19
Description	Adopted Budget	Board Meeting 10/18/18	Unrestricted	Restricted	Board Meeting 11/15/18
REVENUE					
Local Control Funding Formula	27,242,923.00	27,242,923.00	-	-	27,242,923.00
Federal Revenues	7,405,876.00	7,405,876.00	-	(6,824.00)	7,399,052.00
State Revenues	7,932,026.13	7,932,026.13	-	(434,657.45)	7,497,368.68
Local Revenues	11,747,300.77	12,266,809.40	-	-	12,266,809.40
TOTAL REVENUE	54,328,125.90	54,847,634.53	-	(441,481.45)	54,406,153.08
EXPENDITURES					
Certificated Salaries	10,967,873.70	10,999,156.77	248,915.09	(75,585.06)	11,172,486.80
Classified Salaries	11,221,565.40	11,342,179.40	214,560.51	(149,307.31)	11,407,432.60
Employee Benefits	12,229,612.37	12,229,092.22	185,582.67	(37,022.95)	12,377,651.94
Books and Supplies	3,356,295.73	3,485,739.82	(672,079.19)	(133,377.08)	2,680,283.55
Services, Other Operating Expenses	9,188,678.00	10,170,830.57	42,991.18	(196,326.65)	10,017,495.10
Capital Outlay	698,115.00	723,115.00	-	-	723,115.00
Other Outgo	6,624,756.00	6,624,756.00	-	-	6,624,756.00
Interprogram Support	(69,269.00)	(72,206.00)	37,107.77	(39,199.77)	(74,298.00)
TOTAL EXPENDITURES	54,217,627.20	55,502,663.78	57,078.03	(630,818.82)	54,928,922.99
INTERFUND TRANSFERS					
Transfers In	-	-	-	-	-
Transfers Out	45,000.00	45,000.00	-	-	45,000.00
TOTAL INTERFUND TRANSFERS	45,000.00	45,000.00	-	-	45,000.00
FUND BALANCE					
Beginning Fund Balance	22,520,870.72	22,520,870.72	1,771,164.05	428,985.55	24,721,020.32
Net Increase/(Decrease)	65,498.70	(700,029.43)	86,921.97	45,337.37	(567,770.09)
ENDING FUND BALANCE	22,586,369.42	21,820,841.29	1,858,086.02	474,322.92	24,153,250.23

Pacheco Bill Compliance:

There were no individual consulting agreements in excess of \$25,000 that required a budget revision during the month of October, 2018.

Budget Variance Detail for
October, 2018
November 15, 2018 Board Meeting

Description (Object Code Range)	Res	Program	2018-19	2018-19	Variance		2018-19	2018-19
			Adopted Budget	Approved 10/18/18	Unrestricted	Restricted	Board Meeting 11/15/18	Approved 11/15/18
REVENUE								
Local Control Funding Formula (8010-8099)			27,242,923.00					
Total Local Control Funding Formula			27,242,923.00	27,242,923.00	-	-	27,242,923.00	27,242,923.00
Federal Revenues (8100-8299)			7,405,876.00					
PRESCHOOL GRANT FUNDS TO BE RECEIVED 18/19 GRANT AWARD AMT	3345 5630	SP ED-IDEA PRESCH STAFF DEVEL NCLB:TIT X HOMELESS ASST GRNTS				176.00 (7,000.00)		
Total Federal Revenues			7,405,876.00	7,405,876.00	-	(6,824.00)	7,399,052.00	7,399,052.00
State Revenues (8300-8599)			7,932,026.13					
CLEAN UP WORKING BUDGET TO MATCH GRANT AWARD	8500 7366	SPECIAL EDUCATION SUPPL PRGS:FSTR YOUTH/JUV DETN				(429,270.45) (5,387.00)		
Total State Revenues			7,932,026.13	7,932,026.13	-	(434,657.45)	7,497,368.68	7,497,368.68
Local Revenues (8600-8799)			11,747,300.77					
Total Local Revenues			11,747,300.77	12,266,809.40	-	-	12,266,809.40	12,266,809.40
Other Financing Sources (8900-8997)								
CLEAN UP WORKING BUDGET	0030	EDUCATIONAL SERVICES			6,035.26			
CLEAN UP WORKING BUDGET	0040	MAINTENANCE			(9,731.00)			
CLEAN UP WORKING BUDGET	0050	OPERATIONS			(13,177.12)			
CLEAN UP WORKING BUDGET	0060	ADMINISTRATION			(40,183.06)			
CLEAN UP WORKING BUDGET	0086	TECHNOLOGY ADMIN			(114,238.51)			
CLEAN UP WORKING BUDGET	0090	EDUCATION & ADMIN OPERATIONS			315,294.43			
UPDATING SALARIES & BENEFITS	9010	OTHER RESTRICTED LOCAL				(144,000.00)		
Total Other Financing Sources			-	-	144,000.00	(144,000.00)	-	-
TOTAL REVENUE			54,328,125.90	54,847,634.53	144,000.00	(585,481.45)	54,406,153.08	54,406,153.08
Beginning Fund Balance (8999)			22,520,870.72					
18/19 ACTUAL CARRYOVER	0000	NO REPORTING REQUIREMENTS			880,369.21			
18/19 ACTUAL CARRYOVER	0030	EDUCATIONAL SERVICES			2,219.08			
18/19 ACTUAL CARRYOVER	0060	ADMINISTRATION			437,605.45			
18/19 ACTUAL CARRYOVER	0080	SAFETY PROGRAM			8,208.23			
CLEAN UP WORKING BUDGET	0090	EDUCATION & ADMIN OPERATIONS			3,086.07			
18/19 ACTUAL CARRYOVER	0091	SPECIAL PROJECTS			110,466.68			
18/19 ACTUAL CARRYOVER	0610	JUVENILE COURT SCHOOLS			(62,605.01)			
18/19 ACTUAL CARRYOVER	0611	JUVENILE COURT SUPPLEMENTAL			5,435.67			
18/19 ACTUAL CARRYOVER	0620	COUNTY COMMUNITY SCHOOLS			10,883.61			
18/19 ACTUAL CARRYOVER	0621	COUNTY COMMUNITY SUPPLEMENTAL			61,101.45			
18/19 ACTUAL CARRYOVER	0825	DEFERRED MAINT APPORTIONMENT			261,669.93			
18/19 ACTUAL CARRYOVER	1100	LOTTERY:UNRESTRICTED			52,713.68			
18/19 ACTUAL CARRYOVER	5640	MEDI-CAL BILLING OPTIOIN				5,209.66		
18/19 ACTUAL CARRYOVER	5810	OTHER RESTRICTED FEDERAL				(25,759.53)		
18/19 ACTUAL CARRYOVER	6230	CALIF CLEAN ENERGY JOBS ACT				200,832.95		
18/19 ACTUAL CARRYOVER	6300	LOTTERY:INSTRUCTIONAL MATL				27,386.87		
18/19 ACTUAL CARRYOVER	6371	CALWORKS FOR ROCP OR ADULT ED				5,756.00		
18/19 ACTUAL CARRYOVER	9010	OTHER RESTRICTED LOCAL				259,553.48		
18/19 ACTUAL CARRYOVER	9064	S4C				81,405.89		
18/19 ACTUAL CARRYOVER	9099	FYS CHILD WELFARE CONTRIBUTION				(0.01)		
18/19 ACTUAL CARRYOVER	9366	IV-E FOSTER CARE ADMIN ACTIVT				(130,692.58)		
18/19 ACTUAL CARRYOVER	9410	WORKFORCE YOUTH SVCS-FED P/T				1,481.01		
18/19 ACTUAL CARRYOVER	9420	STUDENT MENTAL HEALTH INIT				(0.10)		
18/19 ACTUAL CARRYOVER	9660	SCHLR-ALT ED				(429.08)		
18/19 ACTUAL CARRYOVER	9680	SCHLR-ROP				4,240.99		
Total Beginning Fund Balance			22,520,870.72	22,520,870.72	1,771,164.05	428,985.55	24,721,020.32	24,721,020.32
TOTAL REVENUE PLUS BEGINNING BALANCE			76,848,996.62	77,368,505.25	1,915,164.05	(156,495.90)	79,127,173.40	79,127,173.40

Budget Variance Detail for
October, 2018
November 15, 2018 Board Meeting

Description (Object Code Range)	Res	Program	2018-19	2018-19	Variance		2018-19	2018-19
			Adopted Budget	Approved 10/16/18	Unrestricted	Restricted	Board Meeting 11/15/18	Approved 11/15/18
EXPENDITURES								
Certificated Salaries (1000-1999)			10,967,873.70					
UPDATING SALARIES & BENEFITS	0030	EDUCATIONAL SERVICES			(52,399.70)			
UPDATING SALARIES & BENEFITS	0060	ADMINISTRATION			6,765.18			
UPDATING SALARIES & BENEFITS	0066	TECHNOLOGY ADMIN			60,113.00			
UPDATING SALARIES & BENEFITS	0090	EDUCATION & ADMIN OPERATIONS			4,600.00			
UPDATING SALARIES & BENEFITS	0610	JUVENILE COURT SCHOOLS			1,527.22			
UPDATING SALARIES & BENEFITS	0611	JUVENILE COURT SCHOOLS			(33,307.57)			
UPDATING SALARIES & BENEFITS	0620	COUNTY COMMUNITY SCHOOLS			189,447.71			
UPDATING SALARIES & BENEFITS	0621	COUNTY COMMUNITY SUPPLEMENTAL			104,063.86			
UPDATING SALARIES & BENEFITS	0830	ROC/P APPORTIONMENT			(31,894.61)			
UPDATING SALARIES & BENEFITS	3010	NCLB:TIT I BAS GRNTS LOW INC				1,518.22		
UPDATING SALARIES & BENEFITS	3385	SP ED-IDEA EARLY INTERV GRANTS				(215.36)		
UPDATING SALARIES & BENEFITS	6500	SPECIAL EDUCATION				(118,746.76)		
UPDATING SALARIES & BENEFITS	6510	SP ED=EARLY ED IND W/EXC NEEDS				(81,738.11)		
UPDATING SALARIES & BENEFITS	9010	OTHER RESTRICTED LOCAL				120,018.44		
UPDATING SALARIES & BENEFITS	9135	CREEC BUDGET ACT GRANT				3,578.51		
Total Certificated Salaries			10,967,873.70	10,999,156.77	248,915.09	(75,585.06)	11,172,486.80	11,172,486.80
Classified Salaries (2000-2999)			11,221,565.40					
UPDATING SALARIES & BENEFITS	0030	EDUCATIONAL SERVICES			(11,235.93)			
UPDATING SALARIES & BENEFITS	0040	MAINTENANCE			706.27			
UPDATING SALARIES & BENEFITS	0050	OPERATIONS			1,296.57			
UPDATING SALARIES & BENEFITS	0060	ADMINISTRATION			(9,188.55)			
UPDATING SALARIES & BENEFITS	0066	TECHNOLOGY ADMIN			34,412.41			
UPDATING SALARIES & BENEFITS	0090	EDUCATION & ADMIN OPERATIONS			89,441.40			
UPDATING SALARIES & BENEFITS	0610	JUVENILE COURT SCHOOLS			(32,220.86)			
UPDATING SALARIES & BENEFITS	0611	JUVENILE COURT SCHOOLS			17,343.45			
UPDATING SALARIES & BENEFITS	0620	COUNTY COMMUNITY SCHOOLS			73,848.70			
UPDATING SALARIES & BENEFITS	0621	COUNTY COMMUNITY SUPPLEMENTAL			13,864.89			
UPDATING SALARIES & BENEFITS	0830	ROC/P APPORTIONMENT			34,360.83			
UPDATING SALARIES & BENEFITS	1100	LOTTERY:UNRESTRICTED			1,931.35			
UPDATING SALARIES & BENEFITS	3010	NCLB:TIT I BAS GRNTS LOW INC				(879.07)		
UPDATING SALARIES & BENEFITS	3025	NCLB:TIT I LOC DELINQ PRGS				(15,478.65)		
UPDATING SALARIES & BENEFITS	3310	SP ED-IDEA BAS GRNT ENTL				(30,068.15)		
UPDATING SALARIES & BENEFITS	3385	SP ED-IDEA EARLY INTERV GRANTS				587.52		
UPDATING SALARIES & BENEFITS	5630	NCLB:TIT X HOMELESS ASST GRNTS				838.36		
UPDATING SALARIES & BENEFITS	5810	OTHER RESTRICTED FEDERAL				786.81		
UPDATING SALARIES & BENEFITS	6500	SPECIAL EDUCATION				(52,617.41)		
UPDATING SALARIES & BENEFITS	6510	SP ED=EARLY ED IND W/EXC NEEDS				9,196.41		
UPDATING SALARIES & BENEFITS	6520	SP ED:PRJ WORKABILITY I LEA				2,364.99		
UPDATING SALARIES & BENEFITS	6680	TBC USE PREVEN'N COE ADM GRNTS				(613.37)		
UPDATING SALARIES & BENEFITS	6685	TOBACCO-USE PREVENTION ED (PROP 56)				(7,832.89)		
UPDATING SALARIES & BENEFITS	7366	SUPPL PRGS:FSTR YOUTH/JUV DETN				3,747.07		
UPDATING SALARIES & BENEFITS	8150	RMA-ONGOING MAJOR MAINT				639.53		
UPDATING SALARIES & BENEFITS	9010	OTHER RESTRICTED LOCAL				(120,797.97)		
UPDATING SALARIES & BENEFITS	9064	S4C				(85,367.32)		
UPDATING SALARIES & BENEFITS	9099	FYS CHILD WELFARE CONTRIBUTION				(7,062.26)		
UPDATING SALARIES & BENEFITS	9135	CREEC BUDGET ACT GRANT				808.74		
UPDATING SALARIES & BENEFITS	9366	IV-E FOSTER CARE ADMIN ACTIVIT				3,375.56		
UPDATING SALARIES & BENEFITS	9410	WORKFORCE YOUTH SVCS-FED P/T				(1,174.85)		
UPDATING SALARIES & BENEFITS	9411	MIGRANT HEAD START-FED PASS THRU				137,353.28		
UPDATING SALARIES & BENEFITS	9412	YHDP-YOUTH HOMELESS DEM PRJ				12,886.36		
Total Classified Salaries			11,221,565.40	11,342,179.40	214,560.51	(149,307.31)	11,407,432.60	11,407,432.80
Employee Benefits (3000-3999)			12,229,612.37					
UPDATING SALARIES & BENEFITS	0030	EDUCATIONAL SERVICES			(26,964.69)			
UPDATING SALARIES & BENEFITS	0040	MAINTENANCE			(935.60)			
UPDATING SALARIES & BENEFITS	0050	OPERATIONS			2,687.07			
UPDATING SALARIES & BENEFITS	0060	ADMINISTRATION			2,796.50			
UPDATING SALARIES & BENEFITS	0066	TECHNOLOGY ADMIN			41,913.95			

Budget Variance Detail for
October, 2018
November 15, 2018 Board Meeting

Description (Object Code Range)	Ree	Program	2018-19	2018-19	Variance		2018-19	2018-19
			Adopted Budget	Approved 10/18/18	Unrestricted	Restricted	Board Meeting 11/16/18	Approved 11/16/18
UPDATING SALARIES & BENEFITS	0090	EDUCATION & ADMIN OPERATIONS			16,125.84			
UPDATING SALARIES & BENEFITS	0610	JUVENILE COURT SCHOOLS			(30,175.52)			
UPDATING SALARIES & BENEFITS	0611	JUVENILE COURT SCHOOLS			(7,639.30)			
UPDATING SALARIES & BENEFITS	0620	COUNTY COMMUNITY SCHOOLS			197,724.72			
UPDATING SALARIES & BENEFITS	0621	COUNTY COMMUNITY SUPPLEMENTAL			17,594.09			
UPDATING SALARIES & BENEFITS	0630	ROC/P APPORTIONMENT			(29,175.78)			
UPDATING SALARIES & BENEFITS	1100	LOTTERY:UNRESTRICTED			1,631.39			
UPDATING SALARIES & BENEFITS	3010	NCLB:TIT I BAS GRNTS LOW INC				(43,683.98)		
UPDATING SALARIES & BENEFITS	3025	NCLB:TIT I LOC DELINQ PRGS				(9,917.71)		
UPDATING SALARIES & BENEFITS	3310	SP ED-IDEA BAS GRNT ENTL				(22,780.09)		
UPDATING SALARIES & BENEFITS	3385	SP ED-IDEA EARLY INTERV GRANTS				(523.23)		
UPDATING SALARIES & BENEFITS	5630	NCLB:TIT X HOMELESS ASST GRNTS				(482.79)		
UPDATING SALARIES & BENEFITS	5810	OTHER RESTRICTED FEDERAL				(824.55)		
UPDATING SALARIES & BENEFITS	6387	CAREER TECHNICAL ED INCENTIVE				277.29		
UPDATING SALARIES & BENEFITS	6500	SPECIAL EDUCATION				12,189.82		
UPDATING SALARIES & BENEFITS	6510	SP ED=EARLY ED IND W/EXC NEEDS				(22,307.92)		
UPDATING SALARIES & BENEFITS	6520	SP ED:PRJ WORKABILITY I LEA				1,749.52		
UPDATING SALARIES & BENEFITS	6680	TBC USE PREVEN'N COE ADM GRNTS				(286.98)		
UPDATING SALARIES & BENEFITS	6685	TOBACCO-USE PREVENTION ED (PROP 56)				(5,432.51)		
UPDATING SALARIES & BENEFITS	7366	SUPPL PRGS:FSTR YOUTH/JUV DETN				1,910.17		
UPDATING SALARIES & BENEFITS	8150	RMA-ONGOING MAJOR MAINT				(1,126.26)		
UPDATING SALARIES & BENEFITS	9010	OTHER RESTRICTED LOCAL				39,244.53		
UPDATING SALARIES & BENEFITS	9064	S4C				(57,204.94)		
UPDATING SALARIES & BENEFITS	9099	FYS CHILD WELFARE CONTRIBUTION				(3,872.21)		
UPDATING SALARIES & BENEFITS	9135	CREEC BUDGET ACT GRANT				(443.87)		
UPDATING SALARIES & BENEFITS	9366	IV-E FOSTER CARE ADMIN ACTIVIT				798.54		
UPDATING SALARIES & BENEFITS	9410	WORKFORCE YOUTH SVCS-FED P/T				2,163.55		
UPDATING SALARIES & BENEFITS	9411	MIGRANT HEAD START-FED PASS THRU				64,876.35		
UPDATING SALARIES & BENEFITS	9412	YHDP-YOUTH HOMELESS DEM PRJ				8,563.32		
Total Employee Benefits			12,229,612.37	12,229,092.22	185,562.67	(37,022.95)	12,377,651.94	12,377,651.94
Books and Supplies (4000-4999)			3,356,295.73					
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0030	EDUCATIONAL SERVICES			97,765.07			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0040	MAINTENANCE			(10,770.67)			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0050	OPERATIONS			(16,922.00)			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0060	ADMINISTRATION			(87,420.42)			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0086	TECHNOLOGY ADMIN			(250,677.87)			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0090	EDUCATION & ADMIN OPERATIONS			41,191.70			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0610	JUVENILE COURT SCHOOLS			60,869.20			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0611	JUVENILE COURT SCHOOLS			23,603.42			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0620	COUNTY COMMUNITY SCHOOLS			(461,021.13)			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0621	COUNTY COMMUNITY SUPPLEMENTAL			(135,522.84)			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	0630	ROC/P APPORTIONMENT			47,709.55			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	1100	LOTTERY:UNRESTRICTED			(883.20)			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	3010	NCLB:TIT I BAS GRNTS LOW INC				43,044.83		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	3025	NCLB:TIT I LOC DELINQ PRGS				25,396.36		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	3310	SP ED-IDEA BAS GRNT ENTL				52,848.28		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	3385	SP ED-IDEA EARLY INTERV GRANTS				151.06		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	5630	NCLB:TIT X HOMELESS ASST GRNTS				377.71		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	5810	OTHER RESTRICTED FEDERAL				37.74		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	6300	LOTTERY:INSTRUCTIONAL MATL				342.27		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	6387	CAREER TECHNICAL ED INCENTIVE				(277.29)		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	6500	SPECIAL EDUCATION				(3,139.46)		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	6520	SP ED:PRJ WORKABILITY I LEA				(4,114.51)		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	6680	TBC USE PREVEN'N COE ADM GRNTS				900.35		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	6685	TOBACCO-USE PREVENTION ED (PROP 56)				13,285.40		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	7366	SUPPL PRGS:FSTR YOUTH/JUV DETN				(8,681.24)		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	8150	RMA-ONGOING MAJOR MAINT				486.73		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	9010	OTHER RESTRICTED LOCAL				(34,965.56)		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	9064	S4C				872.26		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	9099	FYS CHILD WELFARE CONTRIBUTION				10,634.47		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	9135	CREEC BUDGET ACT GRANT				(3,943.40)		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	9366	IV-E FOSTER CARE ADMIN ACTIVIT				(4,175.11)		

**Budget Variance Detail for
October, 2018
November 15, 2018 Board Meeting**

Description (Object Code Range)	Res	Program	2018-19	2018-19	Variance		2018-19	2018-19
			Adopted Budget	Approved 10/18/18	Unrestricted	Restricted	Board Meeting 11/15/18	Approved 11/15/18
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	9410	WORKFORCE YOUTH SVCS-FED P/T				(988.66)		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	9411	MIGRANT HEAD START-FED PASS THRU				(202,029.63)		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	9412	YHDP-YOUTH HOMELESS DEM PRJ				(21,439.68)		
Total Books and Supplies			3,356,295.73	3,485,740.00	(672,079.19)	(133,377.08)	2,680,283.73	2,680,283.73
Services, Other Operating Expenses (5000-5999)			9,188,678.00					
CLEAN UP WORKING BUDGET	0090	EDUCATION & ADMIN OPERATIONS			62,691.18			
TO COVER P/R & AMERICORP VIP FELLOWS CONTRACT	0090	EDUCATION & ADMIN OPERATIONS			1,000.00			
RELEASE FUNDS TO COVER TEXTBOOKS, PRINTING, UNIFORMS	0830	ROC/P APPORTIONMENT			(21,000.00)			
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	1100	LOTTERY:UNRESTRICTED			300.00			
SET UP FOR PRESCHOOL GRANT EXPENSES	3345	SP ED-IDEA PRESCH STAFF DEVEL				176.00		
18/19 GRANT AWARD AMOUNT	5630	NCLB:TIT X HOMELESS ASST GRNTS				(7,145.75)		
CLEAN UP WORKING BUDGET	6500	SPECIAL EDUCATION				(231,201.68)		
TO MOVE BUDGET TO CONTRACT AFTER EMPLOYEE LEFT	6510	SP ED-EARLY ED IND W/EXC NEEDS				93,415.62		
CLEAN UP WORKING BUDGET AFTER UPDATE COMMITMENTS	7366	SUPPL PRGS:FSTR YOUTH/JUV DETN				(3,931.00)		
TO CLOSE OUT BUDGET	9010	OTHER RESTRICTED LOCAL				(45,339.84)		
RELEASE FUNDS TO COVER EQUIPMENT	9064	SS4C				(2,300.00)		
Total Services, Other Operating Expenses			9,188,678.00	10,170,830.57	42,991.18	(196,326.65)	10,017,495.10	10,017,495.10
Capital Outlay (6000-6999)			698,115.00					
Total Capital Outlay			698,115.00	723,115.00	-	-	723,115.00	723,115.00
Other Outgo (7100-7299, 7400-7499)			6,624,756.00					
Total Other Outgo			6,624,756.00	6,624,756.00	-	-	6,624,756.00	6,624,756.00
Interprogram Support Services (7300-7399)			(69,269.00)					
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0040	MAINTENANCE			1,269.00			
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0050	OPERATIONS			(238.76)			
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0080	ADMINISTRATION			36,077.53			
18/19 GRANT AWARD AMOUNT	5630	NCLB:TIT X HOMELESS ASST GRNT				(587.53)		
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	6500	SPECIAL EDUCATION				(35,755.00)		
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	6510	SP ED-EARLY ED IND W/EXC NEED				1,434.00		
TO MATCH GRANT AWARD	7366	SUPPL PRGS:FSTR YOUTH/JUV DETN				(452.00)		
CLOSE BUDGET	9010	OTHER RESTRICTED LOCAL				(3,839.24)		
Total Interprogram Support			(69,269.00)	(72,206.00)	37,107.77	(39,199.77)	(74,298.00)	(74,298.00)
Interfund Transfers Out (7600-7629)			45,000.00					
Total Interfund Transfers Out			45,000.00	45,000.00	-	-	45,000.00	45,000.00
TOTAL EXPENDITURES			54,262,627.20	55,547,663.96	57,078.03	(630,818.82)	54,973,923.17	54,973,923.17

Budget Variance Detail for
October, 2018
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Description (Object Code Range)	Res	Program	2018-19	2018-19	Variance		2018-19	2018-19
			Adopted Budget	Approved 10/18/18	Unrestricted	Restricted	Board Meeting 11/15/18	Approved 11/15/18
ENDING FUND BALANCE			22,586,369.42	21,820,841.29	1,858,086.02	474,322.92	24,153,250.23	24,153,250.23
Total Expenditures plus Ending Fund Balance (7999)			76,848,996.62	77,368,505.25	1,915,164.05	(156,495.90)	79,127,173.40	79,127,173.40
Ending Fund Balance Change Detail (7999):			22,586,369.42					
18/19 ACTUAL CARRYOVER	0000	NO REPORTING REQUIREMENTS			880,369.21			
18/19 ACTUAL CARRYOVER	0030	EDUCATIONAL SERVICES			1,089.58			
18/19 ACTUAL CARRYOVER	0080	ADMINISTRATION			428,392.15			
18/19 ACTUAL CARRYOVER	0080	SAFETY PROGRAM			8,208.23			
CLEAN UP WORKING BUDGET	0090	EDUCATION & ADMIN OPERATIONS			103,340.38			
18/19 ACTUAL CARRYOVER	0091	SPECIAL PROJECTS			110,466.68			
18/19 ACTUAL CARRYOVER	0610	JUVENILE COURT SCHOOLS			(62,605.01)			
18/19 ACTUAL CARRYOVER	0611	JUVENILE COURT SUPPLEMENTAL			5,435.67			
18/19 ACTUAL CARRYOVER	0620	COUNTY COMMUNITY SCHOOLS			10,883.61			
18/19 ACTUAL CARRYOVER	0621	COUNTY COMMUNITY SUPPLEMENTAL			61,101.45			
18/19 ACTUAL CARRYOVER	0825	DEFERRED MAINT APPORTIONMENT			261,669.93			
18/19 ACTUAL CARRYOVER	1100	LOTTERY:UNRESTRICTED			49,734.14			
18/19 ACTUAL CARRYOVER	5840	MEDICAL BILLING OPTIOIN				5,209.66		
18/19 ACTUAL CARRYOVER	5810	OTHER RESTRICTED FEDERAL				(25,759.53)		
18/19 ACTUAL CARRYOVER	6230	CALIF CLEAN ENERGY JOBS ACT				200,832.95		
18/19 ACTUAL CARRYOVER	6300	LOTTERY:INSTRUCTIONAL MATL				27,044.60		
18/19 ACTUAL CARRYOVER	6371	CALWORKS FOR ROCP OR ADULT ED				5,756.00		
18/19 ACTUAL CARRYOVER	9010	OTHER RESTRICTED LOCAL				305,233.12		
18/19 ACTUAL CARRYOVER	9084	S4C				81,405.89		
18/19 ACTUAL CARRYOVER	9099	FYS CHILD WELFARE CONTRIBUTION				(0.01)		
18/19 ACTUAL CARRYOVER	9366	IV-E FOSTER CARE ADMIN ACTIVT				(130,692.58)		
18/19 ACTUAL CARRYOVER	9410	WORKFORCE YOUTH SVCS-FED P/T				1,481.01		
18/19 ACTUAL CARRYOVER	9420	STUDENT MENTAL HEALTH INIT				(0.10)		
18/19 ACTUAL CARRYOVER	9660	SCHLR-ALT ED				(429.08)		
18/19 ACTUAL CARRYOVER	9680	SCHLR-ROP				4,240.99		
Net Increase/(Decrease) in Ending Fund Balance			22,586,369.42	21,820,841.29	1,858,086.02	474,322.92	24,153,250.23	24,153,250.23

SUPERINTENDENT’S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Santa Cruz County Treasurer’s Quarterly Investment Report; Quarter Ending: September 30, 2018

DEPARTMENT/PROGRAM:

Business Services/Administration

ACTION REQUESTED:

Receive and File Report

PREVIOUS STAFF/BOARD ACTION:

None

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Superintendent/designee is required to provide a report of investments on a quarterly basis. Since the SCCOE maintains all of its investments in the County Treasurer’s investment pool, the September 30, 2018 quarterly report is provided.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Mary Hart, Deputy Superintendent, Business Services
Jean Gardner, Senior Director, Fiscal Services
Rebecca Olker, Director, Fiscal Services

Santa Cruz County Treasurer's

Quarterly Investment Report

**For the Quarter Ended
September 30, 2018**



Edith Driscoll
Auditor – Controller – Treasurer - Tax Collector

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TREASURY OVERSIGHT COMMISSION

Chairperson:

Angela Aitken
Member Representing Special Districts
Alternate: Vacant

Current Members:

Chris Schiermeyer
Member Representing School Districts
Alternate: Lynette Hamby

Bob Shepherd
Public Member
Alternate: Ron Sekkel

Bruce McPherson
Member Representing County of Santa Cruz
Board of Supervisors
Alternate: Greg Caput

Michael Watkins
Superintendent
Santa Cruz County Office of Education
Alternate: Mary Hart

AUDIT PROCESS

The Santa Cruz County Treasurer's Office is audited on an annual basis by an outside auditor selected by the Santa Cruz County's Audit Committee. Additionally, all investments are audited on a regular basis by the County Auditor as well as on a daily basis by an in-house audit process.



COUNTY OF SANTA CRUZ

EDITH DRISCOLL

AUDITOR-CONTROLLER-TREASURER-TAX COLLECTOR

701 OCEAN STREET, SUITE 100, SANTA CRUZ, CA 95060-4073

(831) 454-2500 FAX (831) 454-2660

October 10, 2018

Board of Supervisors
County of Santa Cruz
701 Ocean Street
Santa Cruz, CA 95060

Subject: **CERTIFICATION OF LIQUIDITY**

Dear Members of the Board:

This report shows the investment activity for the quarter ending September 30, 2018 of pooled funds on deposit with the Treasurer and that it is in compliance with California Government Code Sections 27000 et seq., 53600 et seq., and the County's 2018 Investment Policy.

Attached are summaries of the Portfolio Structure, Investment Details, Securities Activity by Brokers, and other information to provide a better understanding of the investment activity that has occurred through September 30, 2018.

Pursuant to Government Code § 53646(b)(3), I certify that because of the liquidity of the pool and the county's issuance of Teeter Notes and TRANS, the county has the ability to meet the pool's expenditure requirements for the next six months.

Respectfully submitted,

A handwritten signature in cursive script, reading "Edith Driscoll", is written over a horizontal line.

EDITH DRISCOLL

Auditor-Controller-Treasurer-Tax Collector

SUMMARY REPORTS

1. County of Santa Cruz Portfolio Summary including:
 - a) Issuer
 - b) Type of Asset
 - c) Cost at Purchase
 - d) Current Book Value
 - e) Yield
 - f) Par Value
 - g) Market Value
 - h) Percent of Portfolio
 - i) Percent Allowed
 - j) Purchase Date
 - k) Maturity Date
 - l) Credit Rating
 - m) Source of Valuation
2. Portfolio Size and Composition Report
 - a) Portfolio Balance Trend
 - b) Portfolio Composition by Type
3. Portfolio Yield
 - a) Net Yield History / Comparison to LAIF
 - b) Net Yield Trend / Comparison to LAIF
4. County of Santa Cruz Investment Pool Maturity Distribution
5. County of Santa Cruz Investment Pool Credit Quality Distribution
6. County of Santa Cruz Investment Pool Source of Funds

**Santa Cruz County Treasurer's Portfolio
As of September 30, 2018**

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
U.S. Treasuries										
US Treasury (4)	15,000,000.00	15,000,000.00	1.12%	15,000,000.00	15,000,000.00	2.09%	100%	01/11/17	09/30/18	AA+ / Aaa
US Treasury (4)	15,000,000.00	15,000,000.00	1.67%	15,000,000.00	15,000,000.00	2.09%	100%	12/21/17	09/30/18	AA+ / Aaa
US Treasury	14,929,687.50	14,998,166.90	1.20%	15,000,000.00	14,993,400.00	2.08%	100%	04/26/17	10/15/18	AA+ / Aaa
US Treasury	14,930,859.38	15,006,638.52	2.04%	15,000,000.00	15,006,668.44	2.09%	100%	05/22/18	10/15/18	AA+ / Aaa
US Treasury	17,865,000.00	17,993,029.26	1.23%	18,000,000.00	17,980,920.00	2.50%	100%	03/29/17	10/31/18	AA+ / Aaa
US Treasury	9,899,538.89	9,931,638.89	2.22%	10,000,000.00	9,929,600.00	1.38%	100%	08/08/18	01/24/19	AA+ / Aaa
US Treasury	14,885,156.25	14,980,836.08	1.10%	15,000,000.00	14,910,300.00	2.08%	100%	11/16/16	02/15/19	AA+ / Aaa
US Treasury	19,722,656.25	19,845,235.34	2.15%	20,000,000.00	19,802,400.00	2.76%	100%	04/05/18	05/15/19	AA+ / Aaa
US Treasury	14,771,484.38	14,882,542.97	2.01%	15,000,000.00	14,827,800.00	2.07%	100%	01/31/18	08/15/19	AA+ / Aaa
US Treasury	16,748,328.13	16,924,083.60	1.33%	17,000,000.00	16,761,660.00	2.35%	100%	11/28/16	07/15/19	AA+ / Aaa
US Treasury	11,902,968.75	11,920,323.93	2.44%	12,000,000.00	11,904,840.00	1.66%	100%	07/27/18	07/31/19	AA+ / Aaa
US Treasury	19,910,156.25	19,969,821.49	1.04%	20,000,000.00	19,667,200.00	2.78%	100%	11/10/16	09/15/19	AA+ / Aaa
US Treasury	19,637,500.00	19,748,628.91	2.49%	20,000,000.00	19,710,512.57	2.75%	100%	07/19/18	10/15/19	AA+ / Aaa
Total US Treasuries	205,201,338.78	\$ 206,280,946.87	1.47%	\$ 207,000,000.00	\$ 206,495,391.01	28.65%	100%			
U.S. Government Agencies										
Federal Farm Credit Bank	17,973,648.00	17,998,353.00	0.96%	18,000,000.00	17,967,600.00	2.50%	25%	11/16/16	11/16/18	AA+ / Aaa
Federal Home Loan Bank	9,993,300.00	9,999,063.25	1.28%	10,000,000.00	9,970,400.00	1.39%	25%	12/15/16	01/16/19	AA+ / Aaa
Federal Farm Credit Bank	15,000,000.00	15,000,000.00	1.25%	15,000,000.00	14,950,050.00	2.09%	25%	01/17/17	01/17/19	AA+ / Aaa
Federal National Mort Association	10,000,000.00	10,000,000.00	1.00%	10,000,000.00	9,958,600.00	1.39%	25%	07/25/16	01/25/19	AA+ / Aaa
Federal National Mort Association	19,945,000.00	19,985,138.57	1.61%	20,000,000.00	19,938,800.00	2.78%	25%	11/15/17	01/28/19	AA+ / Aaa
Federal Home Loan Bank	15,060,690.00	15,013,124.42	1.30%	15,000,000.00	14,944,650.00	2.08%	25%	03/02/17	03/08/19	AA+ / Aaa
Federal Home Loan Bank	15,116,550.00	15,018,702.74	0.97%	15,000,000.00	14,924,550.00	2.09%	25%	05/13/16	03/15/19	AA+ / Aaa
Federal National Mort Association	15,000,000.00	15,000,000.00	1.20%	15,000,000.00	14,879,250.00	2.09%	25%	05/23/16	05/23/19	AA+ / Aaa
Federal Home Loan Bank	14,860,500.00	14,917,757.46	2.22%	15,000,000.00	14,889,450.00	2.07%	25%	04/16/18	05/28/19	AA+ / Aaa
Federal Farm Credit Bank	13,962,900.00	13,991,686.85	1.15%	14,000,000.00	13,865,320.00	1.94%	25%	06/03/16	06/03/19	AA+ / Aaa
Federal Home Loan Bank	17,989,740.00	17,996,622.33	1.43%	18,000,000.00	17,846,640.00	2.50%	25%	03/29/17	06/27/19	AA+ / Aaa
Federal Home Loan Mortg Corp	14,779,050.00	14,869,624.00	2.45%	15,000,000.00	14,840,175.00	2.07%	25%	07/02/18	10/02/19	AA+ / Aaa
Federal Home Loan Mortg Corp	14,917,050.00	14,950,569.44	1.76%	15,000,000.00	14,766,000.00	2.08%	25%	11/21/17	01/17/20	AA+ / Aaa
Federal Home Loan Bank	9,989,000.00	9,992,534.63	2.18%	10,000,000.00	9,916,400.00	1.39%	25%	02/09/18	02/11/20	AA+ / Aaa
Federal Farm Credit Bank	12,992,947.11	12,994,024.63	2.58%	13,000,000.00	12,943,840.00	1.81%	25%	06/11/18	06/11/20	AA+ / Aaa
Total Government Agencies	217,580,375.11	\$ 217,727,201.32	1.54%	\$ 218,000,000.00	\$ 216,691,726.00	30.26%	100%			

**Santa Cruz County Treasurer's Portfolio
As of September 30, 2018**

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
Supranationals										
Int Bank of Redevelopment	15,000,000.00	15,000,000.00	1.04%	15,000,000.00	14,950,350.00	2.09%	30%	03/02/16	01/02/19	AAA / Aaa
Int Bank of Redevelopment	15,000,000.00	15,000,000.00	1.25%	15,000,000.00	14,888,100.00	2.09%	30%	04/26/16	04/26/19	AAA / Aaa
Int Bank of Redevelopment	9,853,200.00	9,941,448.90	1.65%	10,000,000.00	9,809,200.00	1.39%	30%	01/04/17	11/27/19	AAA / Aaa
International Finance Corp.	10,000,000.00	10,002,900.00	2.61%	10,000,000.00	9,932,200.00	1.39%	30%	07/03/18	06/29/20	AAA / Aaa
Total Supranational	49,853,200.00	\$ 49,944,348.90	1.64%	\$ 50,000,000.00	\$ 49,579,850.00	6.94%	30%			
Medium Term Notes										
Microsoft Corp	11,889,225.00	11,921,691.33	1.62%	11,925,000.00	11,911,844.00	1.66%	10%	11/17/17	11/03/18	AAA / Aaa / AA+
Johnson & Johnson	10,028,500.00	10,004,262.21	1.02%	10,000,000.00	9,946,100.00	1.39%	10%	05/18/16	03/01/19	AAA / Aaa
Johnson & Johnson	7,683,111.00	7,721,609.16	1.70%	7,740,000.00	7,698,281.40	1.07%	10%	11/17/17	03/01/19	AAA / Aaa
National Australia Bank	11,866,800.00	11,901,367.08	2.65%	12,000,000.00	11,897,733.33	1.65%	10%	08/22/18	07/12/19	AA- / Aa3 / AA-
Microsoft Corporation	9,998,500.00	9,999,573.61	1.11%	10,000,000.00	9,871,800.00	1.39%	10%	08/08/16	08/08/19	AAA / Aaa / AA+
Apple Inc.	11,518,006.50	11,530,466.28	2.03%	11,550,000.00	11,413,825.50	1.60%	10%	11/21/17	02/07/20	AA+ / Aa1
Wal-Mart Stores Inc.	10,011,300.00	10,009,816.48	2.79%	10,000,000.00	10,003,400.00	1.39%	10%	06/27/18	06/23/20	AA / Aa2 / AA
Total Medium Term Notes	72,995,442.50	\$ 73,080,766.16	1.67%	\$ 73,215,000.00	\$ 72,742,784.23	10.16%	30%			
Negotiable CDs										
Swedbank NY	25,000,000.00	25,000,000.00	2.32%	25,000,000.00	25,002,250.00	3.48%	10%	06/27/18	10/25/18	A1+ / P1 / F1+
Rabobank NY	25,000,000.00	25,000,000.00	2.42%	25,000,000.00	25,005,000.00	3.48%	10%	05/08/18	11/06/18	A1 / P1 / F1+
MUFG Union Bank NA	12,000,000.00	12,000,000.00	2.24%	12,000,000.00	11,998,800.00	1.67%	10%	08/01/18	11/26/18	A1 / P1 / F1
Total Negotiable CDs	62,000,000.00	62,000,000.00	2.36%	62,000,000.00	62,006,050.00	8.62%	30%			
Checking										
Bank of the West Checking	6,989,118.75	6,989,118.75	0.60%	6,989,118.75	6,989,118.75	0.97%	-	NA	NA	NR
Total Checking	6,989,118.75	\$ 6,989,118.75	0.60%	\$ 6,989,118.75	\$ 6,989,118.75	0.97%	10%			
Money Market Mutual Funds (3)										
Bank of the West MMF	25,000,000.00	25,000,000.00	1.70%	25,000,000.00	25,000,000.00	3.48%	10%	NA	NA	NR
Total Money Market Funds	25,000,000.00	\$ 25,000,000.00	1.70%	\$ 25,000,000.00	\$ 25,000,000.00	3.48%				
Miscellaneous Investments										
LAIF	65,342,386.21	65,342,386.21	2.16%	65,342,386.21	65,342,386.21	9.08%	10%	NA	NA	NR
California GO Municipal Bond	12,191,707.35	12,192,493.97	2.31%	12,195,000.00	12,054,513.80	1.69%	10%	02/15/18	10/01/20	AA- / Aa3 / AA-
Union Bank Lockbox Account	677,776.46	677,776.46	0.00%	677,776.46	677,776.46	0.09%	10%	NA	NA	NR
Lighthouse Bank CD	252,495.93	252,495.93	0.70%	252,495.93	252,495.93	0.04%	10%	04/03/17	04/03/19	FDIC
Total Misc. Investments	78,464,365.95	78,465,152.57	2.16%	78,467,658.60	78,327,172.20	10.91%				
GRAND TOTAL	718,083,838.09	719,415,553.56	1.69%	720,671,777.35	716,742,001.19	100.00%				

(1) Market Value pricing obtained from Union Bank safekeeper (custodial bank).

(2) Split ratings reflect ratings from S&P and Moodys.

(3) Money Market Mutual Fund balances do not include current month interest.

(4) These 2 US Treasuries matured on Sunday 9-30-18. The proceeds of these matured bonds are not reflected in SYMPRO.

County of Santa Cruz Investment Pool

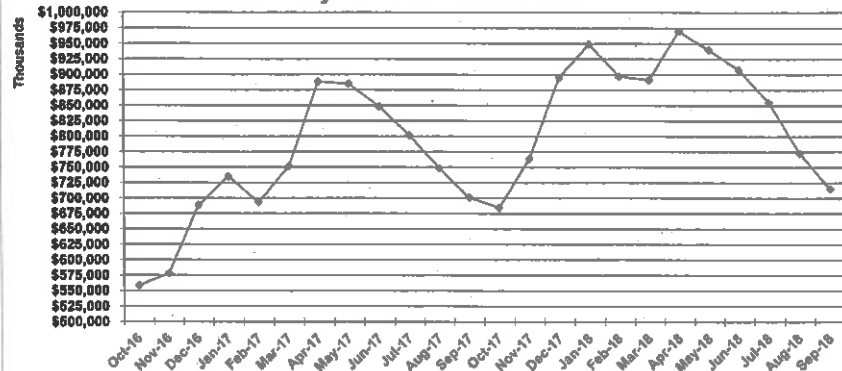
Portfolio Size and Composition

As of September 30, 2018

Monthly Balance History

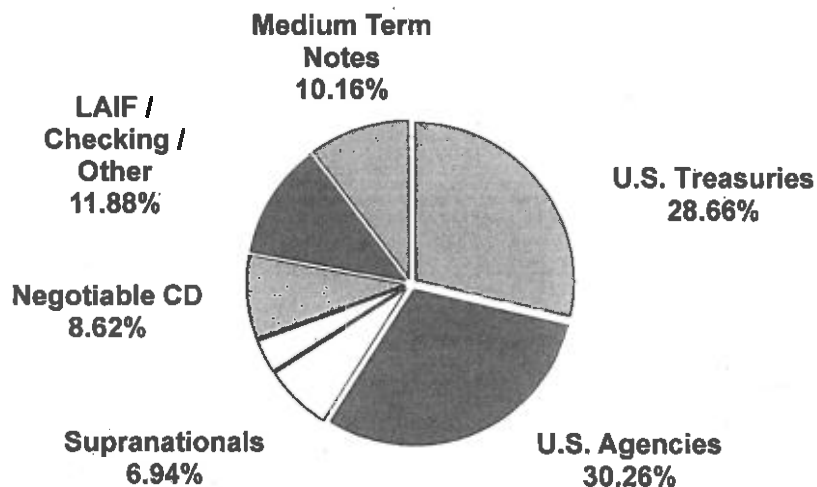
Oct-16	\$ 558,390,040.90
Nov-16	\$ 578,088,827.77
Dec-16	\$ 688,317,349.47
Jan-17	\$ 736,349,123.88
Feb-17	\$ 692,905,326.84
Mar-17	\$ 751,328,804.81
Apr-17	\$ 888,466,368.98
May-17	\$ 884,845,184.36
Jun-17	\$ 848,542,587.86
Jul-17	\$ 802,005,772.15
Aug-17	\$ 748,725,187.72
Sep-17	\$ 701,393,435.49
Oct-17	\$ 684,356,827.43
Nov-17	\$ 763,716,802.73
Dec-17	\$ 895,152,385.06
Jan-18	\$ 948,230,650.05
Feb-18	\$ 897,258,528.52
Mar-18	\$ 891,137,699.55
Apr-18	\$ 969,821,984.10
May-18	\$ 936,980,112.42
Jun-18	\$ 907,818,547.25
Jul-18	\$ 854,704,856.33
Aug-18	\$ 772,963,331.43
Sep-18	\$ 714,330,104.72

Monthly Portfolio Balance Trend



	9/30/2018	6/30/2018	9/30/2017	9/30/2016
U.S. Treasuries	28.66%	33.11%	37.79%	33.63%
U.S. Agencies	30.26%	26.93%	33.59%	37.96%
Supranationals	6.94%	4.82%	5.51%	5.06%
Money Market Fund	3.48%	0.58%	3.04%	4.22%
Commercial Paper	0.00%	0.00%	0.00%	0.00%
Negotiable CD	8.62%	17.48%	0.00%	0.00%
LAIF / BOW / Other	11.88%	8.48%	12.16%	10.79%
Medium Term Note	10.16%	8.81%	7.91%	8.44%
	100%	100%	100%	100%

Portfolio Composition

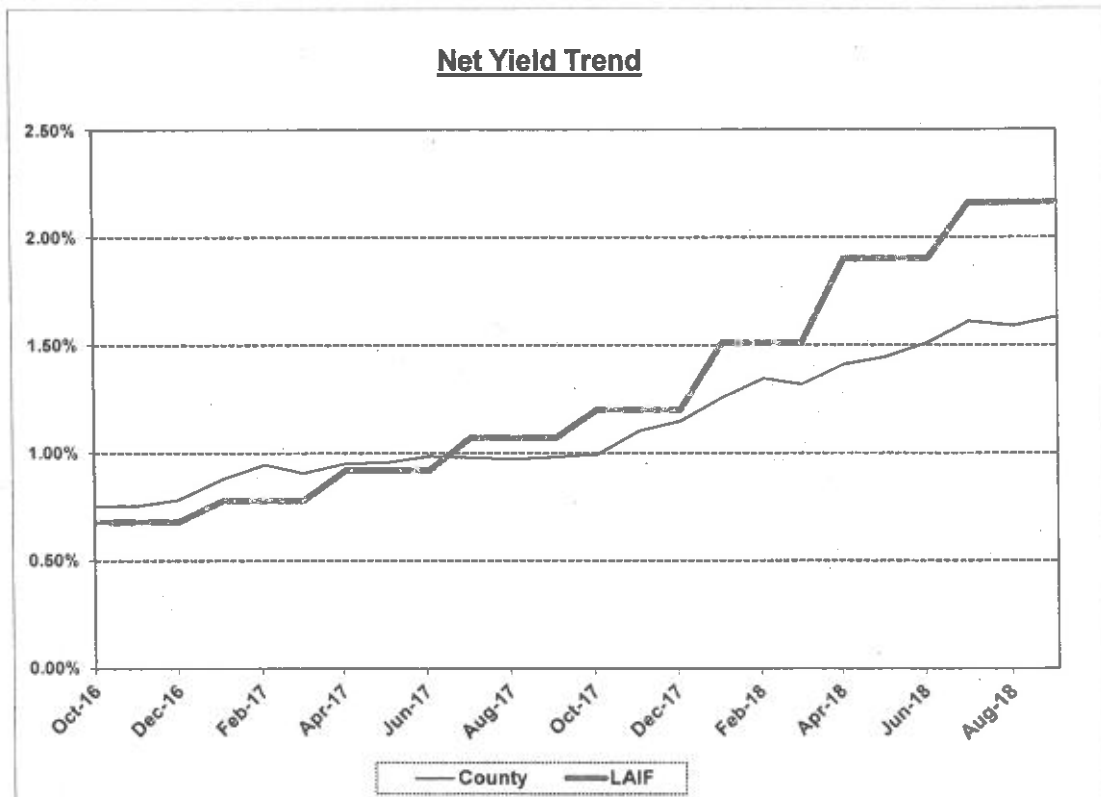


County of Santa Cruz Investment Pool

Portfolio Net Yield

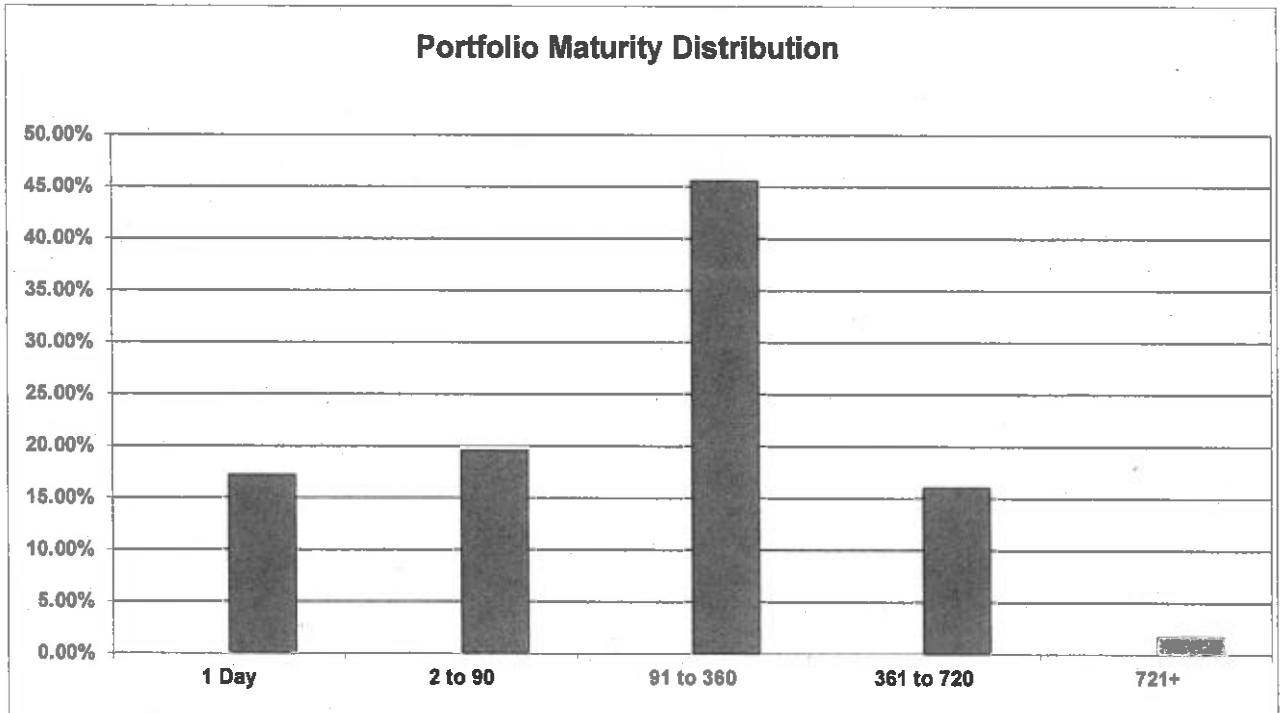
As of September 30, 2018

Month	Apportionment Rate		
	County	LAIF	Difference
Oct-16	0.754%	0.680%	0.07%
Nov-16	0.755%	0.680%	0.08%
Dec-16	0.783%	0.680%	0.10%
Jan-17	0.880%	0.780%	0.10%
Feb-17	0.947%	0.780%	0.17%
Mar-17	0.907%	0.780%	0.13%
Apr-17	0.953%	0.920%	0.03%
May-17	0.957%	0.920%	0.04%
Jun-17	0.986%	0.920%	0.07%
Jul-17	0.979%	1.070%	-0.09%
Aug-17	0.971%	1.070%	-0.10%
Sep-17	0.981%	1.070%	-0.09%
Oct-17	0.993%	1.200%	-0.21%
Nov-17	1.103%	1.200%	-0.10%
Dec-17	1.148%	1.200%	-0.05%
Jan-18	1.257%	1.510%	-0.25%
Feb-18	1.346%	1.510%	-0.16%
Mar-18	1.319%	1.510%	-0.19%
Apr-18	1.412%	1.900%	-0.49%
May-18	1.445%	1.900%	-0.46%
Jun-18	1.512%	1.900%	-0.39%
Jul-18	1.610%	2.160%	-0.55%
Aug-18	1.590%	2.160%	-0.57%
Sep-18	1.630%	2.160%	-0.53%

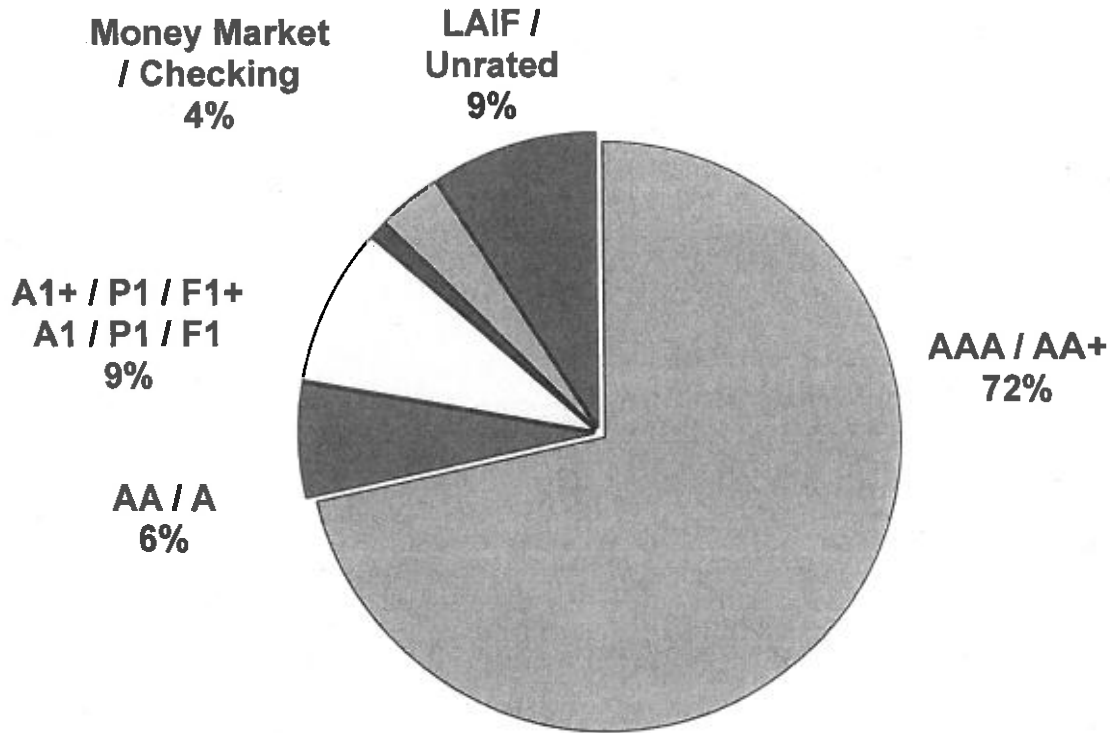


County of Santa Cruz Investment Pool
Maturity Distribution
September 30, 2018

Maturing In:	9/30/2018	6/30/2018	9/30/2017	9/30/2016
1 Day	17.19%	7.60%	15.97%	10.64%
2 to 90	19.66%	29.84%	13.64%	4.52%
91 to 360	45.56%	45.39%	29.09%	35.91%
361 to 720	16.01%	14.57%	38.97%	27.48%
721+	1.70%	2.60%	1.43%	21.46%
Total	100%	100%	100%	100%
WAM (days)	198	194	294	400
Duration	0.54	0.53	0.80	1.10



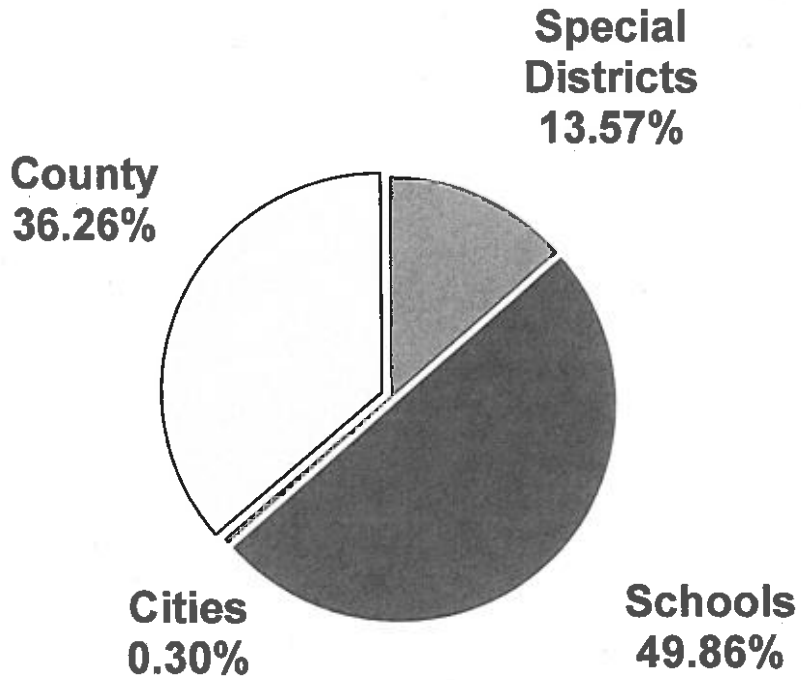
County of Santa Cruz Investment Pool
Credit Quality Distribution
September 30, 2018



Rating	Market Value (\$ ml)	9/30/2018	6/30/2018	9/30/2017	9/30/2016
AAA / AA+ *	\$ 515	72%	69%	81%	82%
AA	\$ 45	6%	6%	3%	3%
A	\$ -	0%	0%	0%	0%
A1 / P1 / F1	\$ 62	9%	17%	0%	0%
Checking	\$ 7	1%	1%	3%	5%
Money Market	\$ 25	3%	1%	3%	4%
LAIF / Unrated	\$ 66	9%	6%	9%	6%
Total Portfolio Value	\$ 720	100%	100%	100%	100%

* The AAA / AA+ category includes securities rated Aaa / AAA and Aaa / AA+

County of Santa Cruz Investment Pool
Source of Funds
As of September 30, 2018



	9/30/2018	9/30/2017	9/30/2016
County	36.26%	34.52%	39.09%
Special Districts	13.57%	11.10%	12.84%
Schools	49.86%	54.05%	47.68%
Cities	0.30%	0.32%	0.39%
Total	100%	100%	100%

DETAILED LIST OF INVESTMENTS OUTSTANDING

As of September 30, 2018

REPORT DESCRIPTION

The **Detailed List of Investments Outstanding** lists active investments in the portfolio on a specific date providing information on the market values, book values, interest rates and yields. It is arranged so that the securities of the same type are grouped together. What follows is a description of the abbreviations used in the report.

CUSIP – The CUSIP number is a 9-character alphanumeric code which identifies a North American financial security for the purposes of facilitating clearing and settlement of trades.

INVESTMENT NUMBER – This is a unique system-generated number assigned to the security. Assigned by the County for internal identification purposes.

ISSUER – The issuer named is the name of the institution which issued the bond.

PURCHASE DATE – This is the date on which the security was purchased.

PAR VALUE – The nominal or face value of a bond. This is the amount that will be received at maturity with accrued interest. It is also the amount that is used in calculating the interest received on the bond.

MARKET VALUE – Market value is the dollar amount the security could have been sold for on the report date. By comparing this number to the book value one is able to determine what, if any, loss or gain we would realize if we were to sell the bond in the open market.

BOOK VALUE – The original cost for each investment adjusted for amortization of premiums or accretions of discounts to the date of the report. Amortizations and accretions are calculated on a straight line basis.

STATED RATE – In most cases this is the coupon rate (rate of interest) set on a bond at the issue date by the issuer. If the security has no coupon (discount note, UST Bill or CP) then the stated rate is the yield to maturity on the date that the bond is purchased. The stated rate is not intended for comparing yields between different investments because the item may have been purchased at a discount or premium to par.

YTM – This is the Yield to Maturity. This is what the yield will be on the bond if it is held to maturity.

DAYS TO MATURITY – This is the number of days remaining between the report date and the maturity date.

MATURITY DATE – The maturity date is the date when a bond matures. On the maturity date an issuer of a security will pay the holder of the security the par value plus any accrued interest earned on the security from the date of last distribution.



**Quarterly Reports
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Portfolio Summary
September 30, 2018**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Notes/ Bonds	167,000,000.00	165,565,701.01	166,269,306.98	24.39	594	206	1.867	1.690
Federal Agency Issues - Coupon	218,000,000.00	216,601,725.00	217,727,201.32	31.94	754	242	1.522	1.544
Medium Term Notes	73,215,000.00	72,742,784.23	73,088,786.15	10.72	676	295	1.842	1.868
Negotiable CDs	62,000,000.00	62,006,050.00	62,000,000.00	9.09	144	35	2.315	2.347
Municipal Bonds	12,195,000.00	12,054,513.60	12,192,493.97	1.79	959	731	2.275	2.307
Local Agency Investment Fund (LAIF)	65,342,386.21	65,342,386.21	65,342,386.21	9.58	1	1	2.130	2.160
Treasury Discounts -Amortizing	10,000,000.00	9,929,600.00	9,931,638.89	1.46	169	115	2.192	2.222
Supranationals	50,000,000.00	49,579,850.00	49,944,348.90	7.33	996	302	1.517	1.538
Money Market Mutual Funds 02	25,000,000.00	25,000,000.00	25,000,000.00	3.67	1	1	1.775	1.800
Rolling Repurchase Agreements - 3	252,495.93	252,495.93	252,495.93	0.04	730	184	0.690	0.700
Investments	683,004,882.14	679,075,105.98	681,748,658.35	100.00%	564	200	1.754	1.778

Total Earnings	September 30 Period Ending
Current Year	3,165,633.15
Average Daily Balance	781,550,184.37
Effective Rate of Return	1.61%

Santa Cruz County Treasurer,

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
U.S. Treasury Notes/ Bonds												
912828L81	22234	US Treasury N/B		04/26/2017	15,000,000.00	14,993,400.00	14,998,166.90	0.875	1.181	1.198	14	10/15/2018
912828L81	22268	US Treasury N/B		05/22/2018	15,000,000.00	15,006,668.44	15,006,638.52	0.875	2.010	2.038	14	10/15/2018
912828T83	22228	US Treasury N/B		03/29/2017	18,000,000.00	17,980,920.00	17,993,029.26	0.750	1.211	1.228	30	10/31/2018
912828P53	22203	US Treasury N/B		11/16/2016	15,000,000.00	14,910,300.00	14,980,836.06	0.750	1.081	1.096	137	02/15/2019
912828R44	22263	US Treasury N/B		04/05/2018	20,000,000.00	19,802,400.00	19,845,235.34	0.875	2.116	2.145	226	05/15/2019
912828R85	22258	US Treasury N/B		01/31/2018	15,000,000.00	14,827,800.00	14,882,542.97	0.875	1.979	2.007	257	06/15/2019
912828S43	22206	US Treasury N/B		11/28/2016	17,000,000.00	16,761,660.00	16,924,083.60	0.750	1.311	1.329	287	07/15/2019
912828VW6	22277	US Treasury N/B		07/27/2018	12,000,000.00	11,904,840.00	11,920,323.93	1.625	2.406	2.439	303	07/31/2019
912828G4	22202	US Treasury N/B		11/10/2016	20,000,000.00	19,667,200.00	19,969,821.49	0.875	1.021	1.036	349	09/15/2019
912828T59	22276	US Treasury N/B		07/19/2018	20,000,000.00	19,710,512.57	19,748,628.91	1.000	2.458	2.492	379	10/15/2019
Subtotal and Average			233,289,067.11		167,000,000.00	165,565,701.01	166,269,306.98		1.667	1.690	206	
Federal Agency Issues - Coupon												
3133EGJ48	22204	Federal Farm Credit Bank		11/16/2016	18,000,000.00	17,967,600.00	17,998,353.00	0.890	0.951	0.964	46	11/16/2018
3130AAE46	22211	Federal Home Loan Bank		12/15/2016	10,000,000.00	9,970,400.00	9,999,063.25	1.250	1.265	1.283	107	01/16/2019
3133EG3X1	22217	Federal Farm Credit Bank		01/17/2017	15,000,000.00	14,950,050.00	15,000,000.00	1.250	1.233	1.250	108	01/17/2019
3135G0M67	22199	Federal National Mort. Assoc.		07/25/2016	10,000,000.00	9,958,600.00	10,000,000.00	1.000	0.986	1.000	116	01/25/2019
3135G0H63	22245	Federal National Mort. Assoc.		11/15/2017	20,000,000.00	19,938,800.00	19,985,138.57	1.375	1.584	1.606	119	01/28/2019
3133782M2	22219	Federal Home Loan Bank		03/02/2017	15,000,000.00	14,944,650.00	15,013,124.42	1.500	1.278	1.296	158	03/08/2019
3130A7L37	22194	Federal Home Loan Bank		05/13/2016	15,000,000.00	14,924,550.00	15,018,702.74	1.250	0.958	0.972	165	03/15/2019
3136G3NA9	22196	Federal National Mort. Assoc.		05/23/2016	15,000,000.00	14,879,250.00	15,000,000.00	1.200	1.184	1.200	234	05/23/2019
3130ABF92	22264	Federal Home Loan Bank		04/16/2018	15,000,000.00	14,889,450.00	14,917,757.46	1.375	2.192	2.222	239	05/28/2019
3133EGCA1	22197	Federal Farm Credit Bank		06/03/2016	14,000,000.00	13,865,320.00	13,991,686.85	1.080	1.134	1.150	245	06/03/2019
3130AB2G0	22227	Federal Home Loan Bank		03/29/2017	18,000,000.00	17,846,640.00	17,996,622.33	1.400	1.407	1.426	269	06/27/2019
3137EADM8	22274	Fed.Home Loan Mtg.Corp		07/02/2018	15,000,000.00	14,840,175.00	14,869,624.00	1.250	2.419	2.453	366	10/02/2019
3137EAE5	22244	Fed.Home Loan Mtg.Corp		11/15/2017	15,000,000.00	14,766,000.00	14,950,569.44	1.500	1.736	1.760	473	01/17/2020
3130ADN32	22259	Federal Home Loan Bank		02/09/2018	10,000,000.00	9,916,400.00	9,992,534.63	2.125	2.151	2.181	498	02/11/2020
3133EJRL5	22270	Federal Farm Credit Bank		06/11/2018	13,000,000.00	12,943,840.00	12,994,024.63	2.550	2.543	2.578	619	06/11/2020
Subtotal and Average			231,217,368.38		218,000,000.00	216,601,725.00	217,727,201.32		1.522	1.544	242	
Medium Term Notes												
594918BF0	22246	Microsoft Corp		11/17/2017	11,925,000.00	11,911,644.00	11,921,691.33	1.300	1.593	1.616	33	11/03/2018
478160BR4	22195	Johnson & Johnson		05/18/2016	10,000,000.00	9,946,100.00	10,004,262.21	1.125	1.007	1.021	151	03/01/2019
478160BR4	22247	Johnson & Johnson		11/17/2017	7,740,000.00	7,698,281.40	7,721,609.16	1.125	1.680	1.704	151	03/01/2019
63254AAQ1	22280	National Australia Bank		08/22/2018	12,000,000.00	11,897,733.33	11,901,367.08	1.375	2.610	2.646	284	07/12/2019
594918BN3	22200	Microsoft Corp		08/08/2016	10,000,000.00	9,871,800.00	9,999,573.61	1.100	1.090	1.105	311	08/08/2019

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
Medium Term Notes												
037833CK4	22248	Apple Inc		11/21/2017	11,550,000.00	11,413,825.50	11,530,466.28	1.900	2.000	2.028	494	02/07/2020
931142EG4	22271	Wal-Mart Stores Inc.		06/27/2018	10,000,000.00	10,003,400.00	10,009,816.48	2.850	2.753	2.791	631	06/23/2020
Subtotal and Average			68,304,983.77		73,215,000.00	72,742,784.23	73,088,786.15		1.842	1.868	295	
Negotiable CDs												
87019VLU9	22272	Swedbank NY		06/27/2018	25,000,000.00	25,002,250.00	25,000,000.00	2.290	2.290	2.322	24	10/25/2018
21685V4C0	22267	Rabobank N.Y.		05/08/2018	25,000,000.00	25,005,000.00	25,000,000.00	2.390	2.390	2.423	36	11/06/2018
62478TK65	22278	MUFG Union Bank NA		08/01/2018	12,000,000.00	11,998,800.00	12,000,000.00	2.210	2.210	2.241	56	11/26/2018
Subtotal and Average			101,947,368.55		62,000,000.00	62,006,050.00	62,000,000.00		2.315	2.347	35	
Municipal Bonds												
13063DDE5	22260	State of California		02/15/2018	12,195,000.00	12,054,513.60	12,192,493.97	2.300	2.275	2.307	731	10/01/2020
Subtotal and Average			12,192,339.04		12,195,000.00	12,054,513.60	12,192,493.97		2.275	2.307	731	
Santa Cruz County Auditor Loan												
Subtotal and Average			54,347.83									
Local Agency Investment Fund (LAIF)												
SYS6501	6501	LAIF (General Fund)			65,342,386.21	65,342,386.21	65,342,386.21	2.160	2.130	2.160	1	
Subtotal and Average			63,018,144.58		65,342,386.21	65,342,386.21	65,342,386.21		2.130	2.160	1	
Union Bank Activity - Dividend												
SYS21111	21111	Union Bank			0.00	0.00	0.00	1.950	1.923	1.950	1	
Subtotal and Average			121.96		0.00	0.00	0.00		0.000	0.000	0	
Treasury Discounts -Amortizing												
912796QU6	22279	US Treasury Bill		08/08/2018	10,000,000.00	9,929,600.00	9,931,638.89	2.140	2.192	2.222	115	01/24/2019
Subtotal and Average			9,731,911.69		10,000,000.00	9,929,600.00	9,931,638.89		2.192	2.222	115	
Supranationals												
45905UVD3	22187	Int Bank of Recon & Redev		03/02/2016	15,000,000.00	14,950,350.00	15,000,000.00	1.040	1.026	1.040	93	01/02/2019
459058FC2	22191	Int Bank of Recon & Redev		04/26/2016	15,000,000.00	14,888,100.00	15,000,000.00	1.250	1.233	1.250	207	04/26/2019
459058FS7	22214	Int Bank of Recon & Redev		01/04/2017	10,000,000.00	9,809,200.00	9,941,448.90	1.125	1.623	1.646	422	11/27/2019
45950VMC7	22275	International Fin Corp		07/03/2018	10,000,000.00	9,932,200.00	10,002,900.00	2.610	2.574	2.610	637	06/29/2020
Subtotal and Average			49,720,629.74		50,000,000.00	49,579,850.00	49,944,348.90		1.517	1.538	302	

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
Money Market Mutual Funds 02												
032 005 207	21923	Bank of the West		03/16/2009	25,000,000.00	25,000,000.00	25,000,000.00	1.800	1.775	1.800	1	
		Subtotal and Average	11,821,567.16		25,000,000.00	25,000,000.00	25,000,000.00		1.775	1.800	1	
Rolling Repurchase Agreements - 3												
CD-101345	22231	Lighthouse Bank		04/03/2017	252,495.93	252,495.93	252,495.93	0.700	0.690	0.700	184	04/03/2019
		Subtotal and Average	252,334.58		252,495.93	252,495.93	252,495.93		0.690	0.700	184	
		Total and Average	781,550,184.37		683,004,882.14	679,075,105.98	681,748,658.35		1.754	1.778	200	

SECURITIES ACTIVITY BY BROKER

A Report on the

Investment Transactions by Broker-Dealer
For the Period Indicated



**Quarterly Reports
Activity Report
Sorted By Dealer
July 1, 2018 - September 30, 2018**

CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value	Current Rate	Transaction Date	Purchases or Deposits	Par Value	Ending Balance	
				Beginning Balance				Redemptions or Withdrawals		
Dealer: Bank of the West										
Money Market Mutual Funds 02										
032 005 207	21923	Bank of the West			1.800		202,534,815.95	182,534,815.95		
		Subtotal and Balance		5,000,000.00			202,534,815.95	182,534,815.95	25,000,000.00	
		Dealer Subtotal	3.660%	5,000,000.00			202,534,815.95	182,534,815.95	25,000,000.00	
Dealer: Jeffries & Company, INC										
U.S. Treasury Notes/ Bonds										
912828S68	22207	US Treasury N/B			0.750	07/31/2018	0.00	15,000,000.00		
912828K82	22220	US Treasury N/B			1.000	08/15/2018	0.00	17,000,000.00		
912828L40	22233	US Treasury N/B			1.000	09/17/2018	0.00	17,000,000.00		
912828C3	22239	US Treasury N/B			0.750	08/31/2018	0.00	18,000,000.00		
912828RH5	22253	US Treasury N/B			1.375	10/01/2018	0.00	18,000,000.00		
912828WW6	22277	US Treasury N/B			1.625	07/27/2018	12,000,000.00	0.00		
		Subtotal and Balance		155,000,000.00			12,000,000.00	85,000,000.00	82,000,000.00	
Federal Agency Issues - Coupon										
		Subtotal and Balance		56,000,000.00					56,000,000.00	
Treasury Discounts -Amortizing										
912796MK2	22250	US Treasury Bill			1.435	07/19/2018	0.00	20,000,000.00		
912796QU6	22279	US Treasury Bill			2.140	08/08/2018	10,000,000.00	0.00		
		Subtotal and Balance		20,000,000.00			10,000,000.00	20,000,000.00	10,000,000.00	
		Dealer Subtotal	21.669%	231,000,000.00			22,000,000.00	105,000,000.00	148,000,000.00	
Dealer: Keybanc Capital Mark										
U.S. Treasury Notes/ Bonds										
912828T42	22216	US Treasury N/B			0.750	10/01/2018	0.00	15,000,000.00		
912828T59	22276	US Treasury N/B			1.000	07/19/2018	20,000,000.00	0.00		

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Subtotal and Balance				30,000,000.00			20,000,000.00	15,000,000.00	35,000,000.00
Federal Agency Issues - Coupon									
3133EGML6	22218	Federal Farm Credit Bank			0.750	07/18/2018	0.00	15,000,000.00	
Subtotal and Balance				78,000,000.00			0.00	15,000,000.00	63,000,000.00
Dealer Subtotal				108,000,000.00			20,000,000.00	30,000,000.00	98,000,000.00
Dealer: LAIF (General Fund)									
Local Agency Investment Fund (LAIF)									
SYS6501	6501	LAIF (General Fund)			2.160		57,342,386.21	37,288,461.00	
Subtotal and Balance				45,288,461.00			57,342,386.21	37,288,461.00	65,342,386.21
Dealer Subtotal			9.567%	45,288,461.00			57,342,386.21	37,288,461.00	65,342,386.21
Dealer: Lighthouse Bank									
Rolling Repurchase Agreements - 3									
CD-101345	22231	Lighthouse Bank			0.700	04/03/2019	445.11	0.00	
Subtotal and Balance				252,050.82			445.11	0.00	252,495.93
Dealer Subtotal			0.037%	252,050.82			445.11	0.00	252,495.93
Dealer: Multi-Bank Secutities Inc									
Federal Agency Issues - Coupon									
Subtotal and Balance				30,000,000.00					30,000,000.00
Medium Term Notes									
Subtotal and Balance				19,290,000.00					19,290,000.00
Supranationals									
Subtotal and Balance				15,000,000.00					15,000,000.00
Dealer Subtotal			9.413%	64,290,000.00			0.00	0.00	64,290,000.00
Dealer: MUFG Union Bank NA									

Quarterly Reports
Activity Report
July 1, 2018 - September 30, 2018

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Dealer: MUFG Union Bank NA									
U.S. Treasury Notes/ Bonds									
Subtotal and Balance				20,000,000.00					20,000,000.00
Federal Agency Issues - Coupon									
3137EADM8	22274	Fed. Home Loan Mtg. Corp			1.250	07/02/2018	15,000,000.00	0.00	
Subtotal and Balance				0.00			15,000,000.00	0.00	15,000,000.00
Medium Term Notes									
Subtotal and Balance				10,000,000.00					10,000,000.00
Negotiable CDs									
62478TZK8	22256	MUFG Union Bank NA			1.720	09/12/2018	0.00	15,000,000.00	
89113XWH3	22269	Toronto Dominion Bank			1.990	08/06/2018	0.00	11,100,000.00	
62478TK65	22278	MUFG Union Bank NA			2.210	08/01/2018	12,000,000.00	0.00	
Subtotal and Balance				26,100,000.00			12,000,000.00	26,100,000.00	12,000,000.00
Municipal Bonds									
Subtotal and Balance				12,195,000.00					12,195,000.00
Dealer Subtotal			10.131%	68,295,000.00			27,000,000.00	26,100,000.00	69,195,000.00
Dealer: Prebon									
Medium Term Notes									
89238TCP8	22251	Toyota Motor Credit Corp			1.550	07/13/2018	0.00	15,000,000.00	
63254AAQ1	22280	National Australia Bank			1.375	08/22/2018	12,000,000.00	0.00	
Subtotal and Balance				36,925,000.00			12,000,000.00	15,000,000.00	33,925,000.00
Negotiable CDs									
96121T5E4	22252	Westpac Banking Corp NY			1.810	07/25/2018	0.00	25,000,000.00	
89113XB94	22261	Toronto Dominion Bank NY			2.320	08/22/2018	0.00	25,000,000.00	
86958JE21	22266	Svenska Handelsbanken NY			2.150	07/27/2018	0.00	25,000,000.00	
Subtotal and Balance				100,000,000.00			0.00	75,000,000.00	25,000,000.00
Dealer Subtotal			8.627%	136,925,000.00			12,000,000.00	90,000,000.00	58,925,000.00

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July 1, 2018 - September 30, 2018

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Dealer: Royal Bank Canada Capital Mkt									
U.S. Treasury Notes/ Bonds									
912828XK1	22212	US Treasury N/B			0.875	07/16/2018	0.00	17,000,000.00	
Subtotal and Balance				32,000,000.00			0.00	17,000,000.00	15,000,000.00
Federal Agency Issues - Coupon									
Subtotal and Balance				10,000,000.00					10,000,000.00
Negotiable CDs									
Subtotal and Balance				25,000,000.00					25,000,000.00
Supranationals									
Subtotal and Balance				10,000,000.00					10,000,000.00
Dealer Subtotal			8.785%	77,000,000.00			0.00	17,000,000.00	60,000,000.00
Dealer: SANTA CRUZ COUNTY									
Santa Cruz County Auditor Loan									
SYS22273	22273	Santa Cruz County Auditor			1.750	07/02/2018	0.00	5,000,000.00	
Subtotal and Balance				5,000,000.00			0.00	5,000,000.00	0.00
Dealer Subtotal			0.000%	5,000,000.00			0.00	5,000,000.00	0.00
Dealer: Stifel Nicolaus & Co									
U.S. Treasury Notes/ Bonds									
Subtotal and Balance				15,000,000.00					15,000,000.00
Federal Agency Issues - Coupon									
Subtotal and Balance				30,000,000.00					30,000,000.00
Supranationals									
45950VMC7	22275	International Fin Corp			2.610	07/03/2018	10,000,000.00	0.00	
Subtotal and Balance				0.00			10,000,000.00	0.00	10,000,000.00
Dealer Subtotal			8.053%	45,000,000.00			10,000,000.00	0.00	55,000,000.00

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July 1, 2018 - September 30, 2018

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Dealer: Union Bank									
Union Bank Activity - Dividend									
SYS21111	21111	Union Bank			1.950		699.63	699.63	
Subtotal and Balance				0.00			699.63	699.63	0.00
Dealer Subtotal			0.000%	0.00			699.63	699.63	0.00
Dealer: Wells Fargo Securities LLC									
Federal Agency Issues - Coupon									
3133EGTE5	22201	Federal Farm Credit Bank			0.930	09/06/2018	0.00	15,000,000.00	
Subtotal and Balance				29,000,000.00			0.00	15,000,000.00	14,000,000.00
Medium Term Notes									
Subtotal and Balance				10,000,000.00					10,000,000.00
Supranationals									
Subtotal and Balance				15,000,000.00					15,000,000.00
Dealer Subtotal			5.710%	54,000,000.00			0.00	15,000,000.00	39,000,000.00
Total			100.000%	840,050,511.82			350,878,346.90	507,923,976.58	683,004,882.14

ACCRUED INTEREST REPORT

As of September 30, 2018

REPORT DESCRIPTION

The **Accrued Interest Report** shows the amount of interest earned, but not yet received, for each active investment within the portfolio. Within the date range, the report displays the amount of interest accrued as of the report beginning date, the amount of interest earned during the reporting period, the amount of interest recorded as received, and the ending accrued interest. What follows is a description of the report's headings.

ISSUER – Issuer is the name of the institution which issued the investment.

INVESTMENT NUMBER – The investment number is a unique number that identifies the investment position.

SECURITY TYPE – This heading is a three-character code assigned by the program to identify each type of investment.

PAR VALUE – The nominal or face value of the security.

MATURITY DATE – The maturity date is the date on when an investment will mature.

CURRENT RATE – For coupon instruments, the current rate is the coupon or interest rate at the time of purchase. For discount instruments, the current rate is the yield to maturity.

BEGINNING ACCRUED INTEREST – This column displays the amount of interest earned, but not yet received, as of the report beginning date.

INTEREST EARNED – This column shows the amount of interest earned during the selected reporting period.

INTEREST RECEIVED – This column includes the amount of interest posted as received during the selected reporting period.

ENDING ACCRUED INTEREST – This column displays the amount of interest earned, but not yet received, as of the report ending date.



**Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date
July 1, 2018 - September 30, 2018**

CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
U.S. Treasury Notes/ Bonds										
912828VK3	22242	TRC	0.00	06/30/2018	1.375	103,125.00	0.00	0.00	103,125.00	0.00
912828XK1	22212	TRC	0.00	07/15/2018	0.875	68,622.24	0.00	5,752.76	74,375.00	0.00
912828S68	22207	TRC	0.00	07/31/2018	0.750	46,926.80	0.00	9,323.20	56,250.00	0.00
912828K82	22220	TRC	0.00	08/15/2018	1.000	63,867.40	0.00	21,132.60	85,000.00	0.00
912828C3	22239	TRC	0.00	08/31/2018	0.750	45,122.28	0.00	22,377.72	67,500.00	0.00
912828L40	22233	TRC	0.00	09/15/2018	1.000	49,891.30	0.00	35,108.70	85,000.00	0.00
912828T42	22216	TRC	0.00	09/30/2018	0.750	28,278.69	0.00	27,971.31	0.00	56,250.00
912828RH5	22253	TRC	0.00	09/30/2018	1.375	62,213.11	0.00	61,536.89	0.00	123,750.00
912828L81	22234	TRC	15,000,000.00	10/15/2018	0.875	27,612.70	0.00	32,991.80	0.00	60,604.50
912828L81	22268	TRC	15,000,000.00	10/15/2018	0.875	27,612.70	0.00	32,991.80	0.00	60,604.50
912828T83	22228	TRC	18,000,000.00	10/31/2018	0.750	22,744.57	0.00	33,750.00	0.00	56,494.57
912828P53	22203	TRC	15,000,000.00	02/15/2019	0.750	42,265.19	0.00	28,353.01	56,250.00	14,368.20
912828R44	22263	TRC	20,000,000.00	05/15/2019	0.875	22,350.54	0.00	43,750.00	0.00	66,100.54
912828R85	22258	TRC	15,000,000.00	06/15/2019	0.875	5,737.70	0.00	32,991.80	0.00	38,729.50
912828S43	22206	TRC	17,000,000.00	07/15/2019	0.750	58,819.06	0.00	31,955.40	63,750.00	27,024.46
912828WW6	22277	TRC	12,000,000.00	07/31/2019	1.625	0.00	95,345.30	35,007.96	97,500.00	32,853.26
912828G4	22202	TRC	20,000,000.00	09/15/2019	0.875	51,358.70	0.00	43,876.11	87,500.00	7,734.81
912828T59	22276	TRC	20,000,000.00	10/15/2019	1.000	0.00	51,912.57	40,437.16	0.00	92,349.73
Subtotal			167,000,000.00			726,547.98	147,257.87	539,308.22	776,250.00	636,864.07
Federal Agency Issues - Coupon										
3133EGML6	22218	FAC	0.00	07/18/2018	0.750	50,937.50	0.00	5,312.50	56,250.00	0.00
3133EGTE5	22201	FAC	0.00	09/06/2018	0.930	44,562.50	0.00	25,187.50	69,750.00	0.00
3133EGJ48	22204	FAC	18,000,000.00	11/16/2018	0.890	20,025.00	0.00	40,050.00	0.00	60,075.00
3130AAE46	22211	FAC	10,000,000.00	01/16/2019	1.250	57,291.67	0.00	31,250.00	62,500.00	26,041.67
3133EG3X1	22217	FAC	15,000,000.00	01/17/2019	1.250	85,416.67	0.00	46,875.00	93,750.00	38,541.67
3135G0M67	22199	FAC	10,000,000.00	01/25/2019	1.000	43,333.33	0.00	25,000.00	50,000.00	18,333.33
3135G0H63	22245	FAC	20,000,000.00	01/28/2019	1.375	116,875.00	0.00	68,750.00	137,500.00	48,125.00
3133782M2	22219	FAC	15,000,000.00	03/08/2019	1.500	70,625.00	0.00	56,250.00	112,500.00	14,375.00
3130A7L37	22194	FAC	15,000,000.00	03/15/2019	1.250	55,208.33	0.00	46,875.00	93,750.00	8,333.33
3136G3NA9	22196	FAC	15,000,000.00	05/23/2019	1.200	19,000.00	0.00	45,000.00	0.00	64,000.00
3130ABF82	22264	FAC	15,000,000.00	05/28/2019	1.375	18,906.25	0.00	51,562.50	0.00	70,468.75
3133EGCA1	22197	FAC	14,000,000.00	06/03/2019	1.060	11,542.22	0.00	37,100.00	0.00	48,642.22
3130AB2G0	22227	FAC	18,000,000.00	06/27/2019	1.400	2,800.00	0.00	63,000.00	0.00	65,800.00
3137EADM8	22274	FAC	15,000,000.00	10/02/2019	1.250	0.00	46,875.00	46,354.17	0.00	93,229.17

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase

Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date

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CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
Federal Agency Issues - Coupon										
3137EAAE5	22244	FAC	15,000,000.00	01/17/2020	1.500	102,500.00	0.00	56,250.00	112,500.00	46,250.00
3130ADN32	22259	FAC	10,000,000.00	02/11/2020	2.125	83,819.44	0.00	53,125.00	107,430.56	29,513.88
3133EJRL5	22270	FAC	13,000,000.00	06/11/2020	2.550	18,416.67	0.00	82,875.00	0.00	101,291.67
	Subtotal		218,000,000.00			801,259.58	46,875.00	780,816.67	895,930.56	733,020.69
Medium Term Notes										
89236TCP8	22251	MTN	0.00	07/13/2018	1.550	108,500.00	0.00	7,750.00	116,250.00	0.00
594918BF0	22246	MTN	11,925,000.00	11/03/2018	1.300	24,976.25	0.00	38,756.25	0.00	63,732.50
478160BR4	22195	MTN	10,000,000.00	03/01/2019	1.125	37,500.00	0.00	28,125.00	56,250.00	9,375.00
478160BR4	22247	MTN	7,740,000.00	03/01/2019	1.125	29,025.00	0.00	21,768.75	43,537.50	7,256.25
63254AAQ1	22280	MTN	12,000,000.00	07/12/2019	1.375	0.00	18,333.33	17,875.00	0.00	36,208.33
594918BN3	22200	MTN	10,000,000.00	08/08/2019	1.100	43,694.44	0.00	27,500.00	55,000.00	16,194.44
037833CK4	22248	MTN	11,550,000.00	02/07/2020	1.900	87,780.00	0.00	54,862.50	109,725.00	32,917.50
931142EG4	22271	MTN	10,000,000.00	06/23/2020	2.850	3,166.67	0.00	71,250.00	0.00	74,416.67
	Subtotal		73,215,000.00			334,642.36	18,333.33	267,887.50	380,762.50	240,100.69
Negotiable CDs										
98121T5E4	22252	NCB	0.00	07/25/2018	1.810	243,847.22	0.00	30,166.67	274,013.90	-0.01
86958JE21	22266	NCB	0.00	07/27/2018	2.150	97,048.61	0.00	38,819.44	135,868.06	-0.01
89113XWH3	22269	NCB	0.00	08/06/2018	1.990	89,583.17	0.00	22,089.00	111,672.17	0.00
89113XB94	22261	NCB	0.00	08/22/2018	2.320	154,666.67	0.00	83,777.78	238,444.45	0.00
62478TZK8	22256	NCB	0.00	09/12/2018	1.720	121,833.33	0.00	52,316.67	174,150.00	0.00
87019VLU9	22272	NCB	25,000,000.00	10/25/2018	2.290	6,361.11	0.00	146,305.56	0.00	152,666.67
21685V4C0	22267	NCB	25,000,000.00	11/06/2018	2.390	89,625.00	0.00	152,694.44	0.00	242,319.44
62478TK65	22278	NCB	12,000,000.00	11/26/2018	2.210	0.00	0.00	44,936.67	0.00	44,936.67
	Subtotal		62,000,000.00			802,965.11	0.00	571,106.23	934,148.58	439,922.76
Municipal Bonds										
13063DDE5	22260	MUN	12,195,000.00	10/01/2020	2.300	70,121.25	0.00	70,121.25	0.00	140,242.50
	Subtotal		12,195,000.00			70,121.25	0.00	70,121.25	0.00	140,242.50
Santa Cruz County Auditor Loan										
SYS22273	22273	MC9	0.00	07/31/2018	1.750	486.11	0.00	243.06	729.17	0.00
	Subtotal		0.00			486.11	0.00	243.06	729.17	0.00
Local Agency Investment Fund (LAIF)										
SYS6501	6501	LA1	65,342,386.21		2.160	288,461.00	0.00	342,386.21	288,461.00	342,386.21
	Subtotal		65,342,386.21			288,461.00	0.00	342,386.21	288,461.00	342,386.21

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase

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Run Date: 10/16/2018 - 10:52

Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date

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CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
Union Bank Activity - Dividend										
SYS21111	21111	PA3	0.00		1.950	54.12	0.00	695.46	699.63	49.95
		Subtotal	0.00			54.12	0.00	695.46	699.63	49.95
Supranationals										
45905UVD3	22187	MC6	15,000,000.00	01/02/2019	1.040	77,516.67	0.00	39,000.00	78,000.00	38,516.67
459058FC2	22191	MC6	15,000,000.00	04/26/2019	1.250	33,854.17	0.00	46,875.00	0.00	80,729.17
459058FS7	22214	MC6	10,000,000.00	11/27/2019	1.125	10,475.00	0.00	28,125.00	0.00	38,600.00
45950VMC7	22275	MC6	10,000,000.00	06/29/2020	2.610	0.00	2,900.00	63,800.00	0.00	66,700.00
		Subtotal	50,000,000.00			121,845.84	2,900.00	177,800.00	78,000.00	224,545.84
Money Market Mutual Funds 02										
032 005 207	21923	RRP	25,000,000.00		1.800	18,786.63	0.00	51,431.33	53,602.58	16,615.38
		Subtotal	25,000,000.00			18,786.63	0.00	51,431.33	53,602.58	16,615.38
Rolling Repurchase Agreements - 3										
CD-101345	22231	RR3	252,495.93	04/03/2019	0.700	135.39	0.00	445.34	445.11	135.62
		Subtotal	252,495.93			135.39	0.00	445.34	445.11	135.62
			Total			3,165,305.37	215,366.20	2,802,241.27	3,409,029.13	2,773,883.71

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase

Data Updated: SET_QE: 10/16/2018 10:52

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DESCRIPTION OF INVESTMENT INSTRUMENTS

The investment activities of County Treasurers are restricted by state law to a select group of government securities and prime money market instruments. To reduce the risk inherent in any one instrument, state law further limits the percentage of the county's portfolio that can be invested in any one type of security.

The types of securities available to the County Treasurer can be divided into three main categories: 1) U.S. Treasury bills, notes and bonds. They are guaranteed by the U.S. Government and are considered to have no credit risk. They also typically have the lowest yield of the securities available for investing. 2) Securities issued by U.S. Government Agencies and Instrumentalities. These securities consist mostly of notes and debentures of agencies and government sponsored corporations. They are not guaranteed by the U.S. government and therefore have some credit risk. Their yield is typically higher than U.S. Treasury securities. 3) Prime money market securities. These consist of securities such as bankers' acceptances, certificates of deposit, commercial paper and municipal bonds. The yield is typically higher than the other types of securities in which the county invests but the risk is also higher. Through diversification and purchasing only highly rated paper, the credit risk is kept to an acceptable minimum. Each of the securities in these three categories is subject to market risk if sold prior to maturity.

What follows is a brief description of the different securities used by the County Treasurer:

U.S. Treasury Notes and Bonds are long term obligations of the U.S. government, which bear coupons. Interest is payable every six months at a rate of one-half the annual coupon. Treasury bonds and notes trading is conducted by the same securities dealers who trade T bills. In the secondary market, prices are quoted in thirty-seconds of 1 percent. Except for their maturities, notes and bonds are identical regardless of their label. Notes are issued for original maturities of one to 10 years. Bonds are issued with original maturities of more than 10 years.

U.S. Treasury Bills are unusual instruments because they bear no specific interest rate. Rather, they are issued originally at a discount from its ultimate maturity (par) value. Because T Bills are issued and traded at a discount, investors receive their returns at maturity or on subsequent resale, which ordinarily will be at prices higher than the original discount.

Federal Farm Credit Bank (FFCB) Discount Notes. FFCB is an instrumentality of the U.S. Government. The notes are the consolidated obligations of the 37 Farm Credit Banks issued on a discount basis with maturities of one year or less. Although not as risk free as Treasury notes, most experts believe the U.S. government has a moral commitment to the farm credit system.

Federal Farm Credit Bank (FFCB) debentures are consolidated obligations of the 37 Farm Credit Banks issued with a fixed coupon rate with maturities ranging from 6 months to 20 years. A debenture is a bond secured only by the general credit of the issuer.

Federal Home Loan Bank (FHLB) Discount notes are consolidated obligations of 12 District banks issued with a fixed coupon rate with maturities ranging from one to ten years. Although the FHLB operates under federal charter with government supervision, the securities are not guaranteed by the U.S. government. However, the banks are required to maintain a considerable reserve pledged against the outstanding debt. They are therefore considered relatively risk free.

Federal National Mortgage Association (Fannie Mae) Discount notes are consolidations of government chartered private corporations issued on a discount basis with maturities under one year. They are guaranteed by the corporations, but not by the U.S. government. Many investors consider the securities a moral obligation of the U.S. government and believe Congress would intervene before allowing default.

Federal National Mortgage Association (Fannie Mae) debentures are obligations issued by the Association with a fixed coupon rate and various maturities. A debenture is a bond secured only by the general credit of the issuer.

Local Agency Investment Fund (LAIF) is the state sponsored investment fund. LAIF is an excellent cash management tool to help meet most of the unexpected cash demands. Currently the state limits the county's investment in this pool to \$65,000,000.

Federal Home Loan Mortgage Corporation (Freddie Mac) Participation Notes are issues of the Federal Home Loan Mortgage Corporation representing undivided interests in conventional mortgages underwritten and previously purchased by it. The corporation guarantees the timely payment of interest at the certificate rate and full return of principal. Participation Certificates have original final payment dates of 30 years.

Government National Mortgage Association (Ginnie Mae) Pass Through are issues of the wholly owned government corporation within the Department of Housing and Urban Development. Principal and interest payment collected on mortgages in specified pools are passed through to holders of GNMA Guaranteed certificates after deduction of servicing and guaranty fees. GNMA's have original stated maturities of 12 to 40 years. For Santa Cruz County, these are used only as collateral for overnight repurchase agreements.

Municipal Securities (Notes and Bonds) Debt securities issued by state and local governments and their agencies are referred to as municipal securities. Such securities can be divided into two broad categories: bonds issued to finance capital projects and short term notes sold in anticipation of the receipt of other funds, such as taxes or proceeds from a bond issue.

Banker's Acceptances. Briefly stated, the function of the bankers' acceptance is as follows: A borrower may, under certain circumstances, obtain short-term credit by arranging for his bank to accept a time draft upon it. The bank stamps its official acceptance across the face of the draft and converts it into a bankers' acceptance. The instrument, now being a bank obligation, may be sold to an acceptance dealer who, in turn, may sell it to an investor. Most BAs arise out of transactions involving the trade of manufactured goods or commodities. Maturities range from one to 180 days.

Commercial Paper is a short-term promissory note issued by a company to finance current transactions. All commercial paper is negotiable, but most commercial paper sold to investors is held to maturity. Commercial paper is issued not only by industrial and manufacturing firms but also by finance companies. Notes are sold on a discount or interest-bearing basis with maturities not exceeding 270 days.

Medium Term Notes are obligations that have maturities of less than 5 years and are issued by corporations or depositories organized and operating in the U.S.

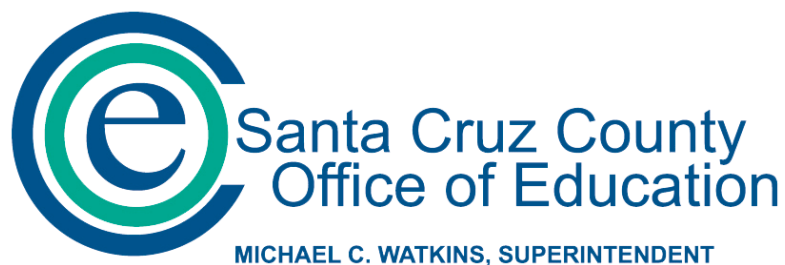
Negotiable Certificate of Deposit (NCD). It is a receipt for deposit of a stated sum in the bank on a given date, together with a promise to redeem this sum plus interest at the indicated rate on a designated date. The instrument is negotiable because it is payable either to bearer or to the order of the depositor.

Repurchase Agreements (RP or Repos). A holder of securities sells securities to an investor with an agreement to repurchase them at a fixed price on a fixed date. Repurchase agreements are usually for short periods of time (one to five days), when large sums are received that will be needed in the next day or two. As a result, they are often called overnight repos. From the point of view of investors, overnight repos offer several attractive features. First, by rolling overnight repos, investors can keep surplus funds invested without losing liquidity or incurring a price risk. Second, because repo transactions are secured by top quality paper, investors expose themselves to little or no risk.

Guaranteed Investment Contract (GIC). This is a fixed income agreement offered by insurance companies. GICs offer to pay a specific interest rate over a period of time. Some GICs are eligible for early redemption, with or without penalty, which eliminates market risk if interest rates rise. In Santa Cruz County it is only used for the investment of secured indebtedness and only if the note documentation permits such an investment.

Money Market (Mutual) Fund. A money market mutual fund is a pooled fund that invests in a number of money market vehicles (CD's, CP, T-Bills, etc.). These funds are designed to pay the investor interest, as well as provide full liquidity. Maturities of the underlying investments are 13 months or less.

Report to Board:
Dashboard Local Indicators
SCCOE Alternative Education Program
November 15, 2018



Dashboard and Local Indicators Background

Alternative Education will receive a dashboard for the first time next month. The Dashboard is an accountability and progress measurement tool utilizing state and local data, based on the 10 LCAP Priority areas. State data is collected by the CDE, while local Indicator Data is collected and reported by us directly. Local Indicators are intended to give the LEA an opportunity to provide local context for data.

The Dashboard will come out in December 2018 and will include both state and local indicators. The state indicators will be based on data collected previously by the CDE. The local indicators will be based on what I share with you this afternoon.

State and Local Indicators

State Indicators

Priority	Indicator	State Measurement
Priority 4	Student Achievement	SBAC and ELPAC Scores
Priority 5	Student Engagement	Graduation Rate
Priority 6	School Climate	Suspension Rate
Priority 7	Access to a Broad Course of Study	College and Career Indicator
Priority 8	Outcomes in a Broad Course of Study	College and Career Indicator

Local Indicators

Priority	Indicator	State Measurement
Priority 1	Basic Services and Conditions	Survey covering Appropriate Teaching Assignments, Sufficiency of Materials, and condition of facilities
Priority 2	Implementation of the Academic Standards	Survey covering progress on: Standards-Based Providing Professional Development and Aligning Materials
Priority 3	Parent Engagement	Narrative detailing results of Parent LCAP survey
Priority 6	School Climate	Narrative detailing results, indications, and actions of most recent California Healthy Kids Survey
Priority 7	Access to a Broad Course of Study	Narrative response to four prompts regarding tools used to measure access.
Priority 9	Coordination of Services for Expelled Youth	Survey regarding completion and implementation of the Countywide Plan for Expelled Youth.
Priority 10	Coordination of Services for Foster Youth	Survey regarding procedures for coordinating services for foster youth, county-wide

Local Indicators

Priority 1: Basic Services and Conditions

This Indicator Provides three questions and space for a brief, optional narrative.

1. Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions = **ZERO**
2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home=**ZERO**
3. Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)=**ZERO**

Optional Narrative: The condition of the facilities for the Santa Cruz County Office of Education Court and Community Schools is rated “good” to “exemplary” overall. The maintenance and cleaning staff have a regular maintenance schedule and funding for equipment and supplies. The maintenance and cleaning staff are assigned based on a formula to ensure equitable service and support. The maintenance staff ensures that repairs necessary to keep the schools in good repair and working order are made in a timely fashion. All teachers have sufficient board-adopted materials, and have participated in professional development specific to their instructional materials. All teachers hired by the Alternative Education Department are highly qualified and appropriately assigned.

Priority 2: Implementation of Academic Standards

This Indicator Provides a reflection tool with five questions and an optional, brief narrative.

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				✓	
ELD (Aligned to ELA Standards)				✓	
Mathematics – Common Core State Standards for Mathematics				✓	
Next Generation Science Standards			✓		
History-Social Science		✓			

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				✓	
ELD (Aligned to ELA Standards)				✓	
Mathematics – Common Core State Standards for Mathematics			✓		
Next Generation Science Standards			✓		
History-Social Science		✓			

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			✓		
ELD (Aligned to ELA Standards)			✓		
Mathematics – Common Core State Standards for Mathematics			✓		
Next Generation Science Standards			✓		
History-Social Science			✓		

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			✓		
Health Education Content Standards					✓
Physical Education Model Content Standards			✓		
Visual and Performing Arts			✓		
World Language		✓			

Optional Narrative: The Santa Cruz County Office of Education Court and Community Schools continue to provide targeted professional learning for its teachers and staff to ensure all students are prepared for college and career. The objectives of the staff development program are currently focused on Reading and Writing across the curriculum, as well as on math and science standards. The Alternative Education program plans to adopt mathematics and science materials in 2020. While our teachers have opportunities to collaborate throughout the year, time to observe each other in action would be further beneficial.

Priority 3: Parent Engagement

This Indicator summarizes the following:

1. The key findings from our LCAP parent survey related to seeking input from parents/guardians in school and district decision making
2. The key findings from our LCAP parent survey related to promoting parental participation in programs
3. why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Narrative Response: The Santa Cruz County Office of Education surveys parents each year to gather input for our various planning and continuous improvement processes. Questions in the survey were written to address state Priority 3 - Parent Engagement. The survey was most recently administered in the Spring of 2018.

In order to measure parent engagement in decision making, we asked parents if they "have opportunities to participate in my students education." Seventy-one (71) percent of parents responded that they did have such opportunities, and only six percent responded that they did not. 23% responded neutrally. Open-ended responses from parents included requests for: more frequent phone updates, parent nights, and opportunities to share expertise. As a result, all schools will hold open house this year, and teachers are reminded to make frequent home communication a priority.

In order to measure parent participation in their student's educational program, we asked parents to what extent am I "informed about what my child needs to do to graduate or transfer from his/her current school?" Eighty-seven (87) percent of parents responded positively, and only four percent responded negatively.

The Santa Cruz County Office of Education chose to conduct annual local parent surveys in order to collect data from all grade levels each year in such a manner that all parents would have equity of input. The survey items were written to specifically address the LCFF/LCAP state priorities.

Priority 6: School Climate

This Indicator requires a narrative analysis of our most recent administration of the California Healthy Kids Survey (CHKS). It asks that we interpret the data and discuss our resulting actions.

Narrative: The Santa Cruz County Office of Education, Alternative Education Program administers the California Healthy Kids Survey (CHKS) every other year. This survey measures student perceptions of school safety and connectedness. Most recently this survey was administered in 2017. The results from the latest California Healthy Kids Survey administered with students enrolled in the Santa Cruz County Office of Education Court and Community Schools revealed a number of meaningful data points. 98% of students were reported to have a high to moderate level of school connectedness based on the applied CHKS formula. Additionally, 87% of students agree that they feel safe at school, with only 2% disagreeing.

It should be noted, however, that 24% of students reported having been bullied during the year or having had a rumor spread about them. Additionally, 17% reported having seen a weapon on campus over the past 12 months and 12% reported having been high or drunk at school at some point over the past 30 days. Even so, 76% of students agree that they experience strong caring relationships with adults at school, and 98% reported that they know they are missed if they are not at school. 87% of students reported feeling like their voice was heard at school, and that adult expectations were high.

It should be noted, however, that perceptions by students about their participation in school were lower. 61% reported believing that the school work that they do was interesting. 46% reported feeling like they were agents in deciding on class activities and rules and 49% reported feeling like the work they were doing made some sort of difference.

While 92% of students reported feeling like a member of the school and 95% reported being happy at this school, it is clear that there is room for improvement in all areas, especially within the realm of School engagement.

As a result, planned and in-progress actions include:

1. Hiring and deploying additional social-emotional and academic counselors
2. Contracting with Children's Behavioral Health for acute-case therapy.
3. Implementation of Restorative Practices across all school sites.
4. Professional development in Mathematics that is culturally relevant, focused on a growth-mindset, and that seeks to lower students affective filter.

Priority 7: Access To A Broad Course of Study

LEAs are to provide a narrative summary of the extent to which all students have access to, and are enrolled in, a broad course of study by addressing the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Local measures and tools used to track student access to a broad course of study include: Student transcripts, Individualized Education Plans (IEPs), EL Progress Monitoring forms, College and CTE course completion monitoring, attendance and suspension rates, as well as CAASPP results and local Star Renaissance Reading and Math assessment results. We use our student information system to organize and disaggregate the data to ensure equal access for all students, including unduplicated students and individuals with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All of our students have access to a broad course of study. However, grade and course completion rate gaps exist, especially for our students of color, students with exceptional needs, and our English Learners. And while we have increased the number of students completing dual enrollment in college courses and/or CTE courses, we have found that in these two areas there is still work to be done. Alternative education will need to increase the number of CTE pathway offerings and develop additional means for students to be able to access dual enrollment courses for the future.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

The Santa Cruz County Office of Education Alternative Programs operates 24 school programs at 19 different sites throughout Santa Cruz County. The mission of our program is to ensure that every student in our County has access to an educational program that suits the individual's unique need. This is accomplished through a variety of locations, educational models, and programmatic structures. During the course of the school year, we serve anywhere between 600 and 900 students. The vast majority of our students come to us deficient in credits. Typically, our students are affected by one or more significant life challenges. Frequently, these include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack of fluency in English, academic failure, and various other trauma.

We provide a number of services for our students intended to ensure that they can benefit from the academic programs. In addition to ensuring that all students have access to courses required for graduation we provide a variety of programs to meet student needs. Because the needs of our unduplicated and special needs students closely mirror those of our general population, the programs and services developed for our general population address the course access needs of our unduplicated students (Priority 7b, and 7c). These include: counseling, free and reduced meals, special education services, work based learning, and employment counseling.

Many of our students in Alternative Education are behind in credits and enroll with existing learning gaps. These gaps are wider for our students of color and our students who are English Learners. Further, many of our English Learners are long-term ELs. These gaps are often exasperated by life challenges and trauma.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

In response to our results, the following actions are planned:

1. Assign instructional assistants to serve in programs with high concentrations of unduplicated students
2. Increase CTE pathway offerings throughout our school programs
3. Offer after-school tutoring, paying closest attention to unduplicated students and those with exceptional needs.
4. Assign a teacher on special assignment to provide targeted ELA and ELD professional development to our staff.
5. Contract with STEMulate Learning to provide Alternative Education-specific professional development and coaching to our teachers in mathematics.
6. Participate in Bay Sci, the Santa Cruz County-wide, Next Generation Science Standards initiative.
7. Form a history, social science collaborative cohort to develop and adopt common curriculum and instruction.
8. License online learning remediation software in both math and reading.
9. Utilize Santa Cruz Writes as an effective writing curriculum.
10. Provide access to bus passes for students having difficulty getting to and from school.
11. Provide social emotional and academic counseling at all school sites.

Priority 9: Coordination of Services for Expelled Students

This indicator includes a survey regarding the coordination of Instruction for expelled students throughout the county.

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county. Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:					✓
a. Review of required outcome data.					✓
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					✓
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					✓

2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					✓
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					✓
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.			✓		

Optional Brief Narrative: The Santa Cruz County Office of Education coordinates services for expelled youth with local school districts and charter schools. The three-year plan will be reviewed and updated in the Spring of 2021 and was most recently submitted to the SCCOE Board in June 2018. The plan was developed in collaboration with all LEAs within the county. The spring 2021 update will include agreements regarding partial credits.

Priority 10: Coordination of Services for Foster Youth

This indicator includes a survey regarding the coordination of Services for foster youth throughout the county.

Assess the degree of implementation of coordinated service program components for foster youth in your county. Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					✓
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					✓
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					✓

4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					✓
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					✓
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					✓
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					✓
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				✓	

Optional Brief Narrative: The Santa Cruz County Office of Education (SCCOE) coordinates services for foster youth with local school districts, Juvenile Court, Human Services Department (Child Welfare Agency) and many community-based organizations. Based on both the CDE's Foster Youth Services Coordinating Program (FYSCP) Ed Code guidelines and The National Center for Youth Law's FosterEd Model, the SCCOE has developed a robust case management and education advocacy team serving all foster youth in the county.

Additionally, the team is directed by an Executive Advisory Council which includes all pertinent stakeholders and offers feedback annually, thus improving effectiveness by reviewing outcome data and helping determine priority areas for future efforts. This council also has 3 subcommittees: one focused on higher education matriculation, one focused on tutoring resources, and one focused on data and information sharing. From the later group, several MOUs have been developed outlining legal and financial agreements related to communication, transportation and funding.

School and district trainings occur to review the legal mandates afforded to students in foster care, as well as larger regional efforts such as the annual CCSESA region 5 Homeless and Foster Youth Summit and the countywide school counselors conference. Finally, the FYSCP assists with LCAP reviews, and differentiated assistance, in this area to ensure inclusion and success for this important vulnerable student population.

Alternative Education will be submitting these data points and narratives via the online Dashboard Self-Reflection Tool. Each Priority Area will be reported as "Met."

**Santa Cruz County Superintendent of Schools
 WILLIAMS SETTLEMENT LEGISLATION
 ANNUAL REPORT FOR PAJARO VALLEY UNIFIED SCHOOL DISTRICT
 2018-19 FISCAL YEAR**

The Williams Settlement Legislation requires the County Superintendent of Schools to annually monitor and report on schools ranked in Deciles 1-3 based upon the 2012 Base API (California Department of Education's Website - <http://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 Unified School District for the period of August - October 2018. The following schools were visited, and a complete Site Summary Report and Facilities Inspection Tool for each school will be provided to the PVUSD District Office and is considered an element of this Annual Report for submission to District and COE Board Members and Superintendents.

School	Principal	Facilities Rating	Facilities Percentage	Instr. Materials Insufficiencies
Amesti Elementary	Erin Haley	Good	97.63%	None
Ann Soldo Elementary	Elaine Parker	Exemplary	99.44%	None
Calabasas Elementary	Todd Westfall	Good	93.69%	None
Cesar E. Chavez Middle	Benjamin Benavidez	Good	97.31%	None
E. A. Hall Middle	Adelina Cervero	Good	97.50%	None
Freedom Elementary	Gloria Puga	Exemplary	99.44%	None
H. A. Hyde Elementary	Brooke Hofkins	Good	97.50%	None
Hall District Elementary	Mayra Fernandez	Good	94.75%	None
Lakeview Middle	Rosa Hernandez	Good	98.06%	None
Landmark Elementary	Roberto Torres	Good	97.88%	None
MacQuiddy Elementary	Tom Hiltz	Exemplary	99.50%	None
Mintie White Elementary	Vicki Hallof	Good	97.88%	None

Ohlone Elementary	Jean Gottlob	Good	98.83%	None
Pajaro Middle	Christopher Harris	Exemplary	100.00%	None
Pajaro Valley High	Matthew Levy	Good	95.63%	None
Radcliff Elementary	Ulli Kummerow	Good	94.65%	None
Rolling Hills Middle	Rick Ito	Good	97.50%	None
Starlight Elementary	Jackie Medina	Good	97.50%	None
Watsonville HS	Elaine Legorreta	Fair	83.81%	None

Our findings for each area 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.

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/multi-purpose facilities, and 25% of the school classrooms. Four of the 19 schools were determined to be in “Exemplary” Repair. Fourteen schools were rated as “Good” Repair. One school scored as “Fair”. 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 2016-17 SARCs for each school are available on the Pajaro Valley Unified School District (PVUSD) Website. In reviewing the 2016-2017 reports, all nineteen schools’ SARCs accurately reflect the findings by the *Williams* committee members.

Teacher Assignments/Mis-assignments

During our visit, the 2018-2019 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 PVUSD has worked collaboratively with the Santa Cruz County Office of Education to ensure that teachers are appropriately credentialed and placed in the correct teaching assignments.

In 2017-18 there were 8 teacher mis-assignments at the start of the school year, all 8 of those mis-assignments were corrected within 30 calendar days. There were also 16 teacher vacancies reported at the start of the school year, but these were all filled in 2017-18.

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, almost all had current notices posted in both Spanish and English. Less than 2% of the classes were missing the required Classroom Notice postings.



BOARD OF EDUCATION
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**Santa Cruz County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION
ANNUAL REPORT FOR SANTA CRUZ CITY SCHOOLS ELEMENTARY DISTRICT
2018-19 FISCAL YEAR**

The Williams Settlement Legislation requires the County Superintendent of Schools to annually monitor and report on schools ranked in Deciles 1-3 (2012 Base API). 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 visit and review at Gault Elementary in the Santa Cruz City Schools Elementary District for the period of August - October 2018. A complete Site Summary Report and Facilities Inspection Tool for this school has been included with this Annual Report for submission to District and COE Board Members and Superintendents.

Our findings for each area are as follows:

Instructional Materials

The team found that all students had access to sufficient instructional materials, including textbooks, in the core subject areas. Gault Elementary, when reviewed for instructional materials/ textbook sufficiency, fully complied with the *Williams* settlement.

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/multi-purpose facilities, and 25% of the school classrooms.

Gault Elementary was determined to be in "Good" repair, evaluated at 94.88%.

School Accountability Report Cards (SARC)

The Williams Settlement included language regarding the accuracy of data reported in the School Accountability Report Card (SARC). The 2016-17 SARCs for each school are available on the CA Department of Education Website (<http://www.cde.ca.gov/ta/ac/sa/>).

In reviewing the 2016-2017 reports, the SARC for Gault Elementary accurately reflects the findings by the *Williams* committee members.

Teacher Mis-assignments/Vacancies

In the year previous, 2017-18, there were no mis-assignments or teacher vacancies.

During our visit, the 2018-2019 Teacher Assignment Listing was collected and has been submitted to the Santa Cruz County Office of Education Human Resources Department for their annual review. SCCS has 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 classes had current notices posted in both Spanish and English.

PART II: EVALUATION DETAIL

Date of Inspection: 8/27/2018

School Name: Amesti Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
KLA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Boys in MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Boys RR near Rm. 22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Boys RR next to Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Girls in MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Girls RR near Rm. 22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Girls RR next to Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 13	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored													
Room - 16	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Heater closet blocked													
Room - 20	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Heater closet blocked													
Room - 22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 28	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 31	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 4	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, 3 bookcases not attached to wall													
Room - 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - Exterior Walls of	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

PART II: EVALUATION DETAIL					Date of Inspection: 8/27/2018		School Name: Amesti Elementary									
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHO OL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	
Walls of Classrooms	COMMENTS:	Exterior sections of school site needs paint														
Room -31	✓	✓	✓	✓	D	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	
	COMMENTS:	Extinguisher not checked monthly, shelf unit not attached to wall														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: **8/27/2018**

School Name: **Soldo (Ann) Elementary**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
garden area	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓
	COMMENTS:	Unkempt weeds and equipment unsightly													
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Boys @ Rm. 105	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Boys @ Rm. 205	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Girls @ Rm. 105	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Girls @ Room 205	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 107	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 111	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 210	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 301	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 401	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 8/21/2018

School Name: Calabasas Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room - 14A	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	COMMENTS:	Extinguisher not checked monthly													
Room - 21	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	COMMENTS:	Extinguisher not checked monthly													
Room - 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	COMMENTS:	Fire extinguisher not checked monthly													
Room - 9	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	COMMENTS:	Extinguisher not checked													
room 25	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	COMMENTS:	Extinguisher not checked monthly													
Room 32	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D
	COMMENTS:	door hardware needs repair, door damaged, still not repaired													
room 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	COMMENTS:	Extinguisher not checked													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 9/13/2018

School Name: Chavez (Cesar E.) Middle

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Classroom P1-2	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall													
Classroom P1-4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Classroom P3-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 1	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	cubby cabinet not anchored, storage cabinet													
Room - 11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 3	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	cubby cabinet not anchored, storage cabinet													
Room - 4	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, near door													
Room - 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 6	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, storage cabinet													
Room - p2_1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - p2_2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - P2_3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - p3_3	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 8/23/2018

School Name: Hall (E.A.) Middle

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
D2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
D5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
D6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
gym	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Fire extinguisher doors damaged has sharp edges														
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - Boys near Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - BOYS Next to Room 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - Girls near Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - GIRLS next to Room 6	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Stall doors not closing piano hinges binding not allowing ful closure														
Room - 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
COMMENTS:	Couch in room not fire rated														
Room - 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
s wing exterior	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓
COMMENTS:	Roof facia rear of science rooms warped badly should be reinforced														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 8/21/2018

School Name: Freedom Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Restroom - boys by MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
restrooms near room 26	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 12	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	Carpet very dirty														
Room - 26	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	heavy items stored overhead unsecured														
Room - 33	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 43	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 6	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	shelf unit not attached to wall, near door														
Room - 8	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	too hot - A/C problem														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 9/10/2018

School Name: Gault Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Auditorium	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	lights out, replace lamps, emergency lens broken													
boys restroom near A2	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	wall damaged, urinal panel bracket still broken needs replacing													
Kitchen	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Boys Restroom near Room 24.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Girls restroom near Rm. 24	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 19	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, near door													
Room - a-2	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, near door													
Room 20	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, near door													
Room 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: **8/28/2018**

School Name: **Hyde (H. A.) Elementary**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom near cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restrooms near room 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 19	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored, shelf unit not attached to wall													
Room - 3	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	heavy items stored overhead unsecured													
Room - 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
room 21	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored, cubby cabinet not anchored, shelf unit not attached to wall													
room 25	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored													
room 27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 8/17/2018

School Name: Hall District Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
class room 9	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Carpet very dirty and heavy bad odor													
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Boys / Wing C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 10	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	electrical equipment not properly secured, electric panel door loose													
Room - 18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓
	COMMENTS:	Couch in room not fire rated													
Room - 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 30	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓
	COMMENTS:	roof gutters damaged, siding ,upper section needs repair water entering at flashing under gutter													
Room 23	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	cubby cabinet not anchored, near door													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: **8/27/2018**

School Name: **Lakeview Middle**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Central Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
f2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
g5	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
COMMENTS:	Couches not fire rated														
Room - b1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - b2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - b3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - b4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - c2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - C5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - C6	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
COMMENTS:	Extinguisher not checked														
Room - d1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - d4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - F4	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	electrical equipment not properly covered														
Room - G2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: **9/7/2018**

School Name: **Landmark Elementary**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Central Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - boys	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - BOYS - Near Rm. 21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - BOYS - Near Room 11 & 16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - GIRLS - Near Rooms 11 & 16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - GIRLS near Rm. 21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 15	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	extension cords misused														
Room - 28	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room 18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room -27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room 7	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	extension cords misused														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: **8/28/2018**

School Name: **Macquiddy (T. S.) Elementary**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Playground Field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓
	COMMENTS:	Area near baseball field and behind portables has ramp parts that need to be removed													
Restroom - A Wing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - BOYS - A Wing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - BOYS Near Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - GIRLS - A Wing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - GIRLS Near Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 1C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 2A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 2F	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 3B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 4b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 9c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
room 6 e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 8/23/2018

School Name: Mintie White Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - - MPR / Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - Near Rm. 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 14	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, near door													
Room - 17	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored													
Room - 18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 5	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	heavy items stored overhead unsecured													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: **8/17/2018**

School Name: **Ohlone Elementary**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Restroom - Boys By 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - Girls By 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - Girls By Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
restroom boys by library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 11	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	ventilation problem, and no thermostat cover or face														
Room - 13	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	ventilation problem, and no thermostat face or cover														
Room - 15	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	ventilation problem, thermostat face or cover missing														
Room - 17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
room 18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 8/17/2018

School Name: Pajaro Middle

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Central Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
main gym	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
P3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - BOYS in Gym/Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - north	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
room 21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
room19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 9/11/2018

School Name: Pajaro Valley High

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
e101	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
e102	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored													
e104	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored													
e112	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored													
e113	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
e203	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
e206	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
e209	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored, 2 bookcases not anchored													
f106	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
H electrical room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
H101	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
h115	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
h118	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
h129	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Electrical panels blocked with supplies ,boxes													
j101	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
k103	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓

PART II: EVALUATION DETAIL

Date of Inspection: 9/11/2018

School Name: Pajaro Valley High

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
k103	COMMENTS:	Outlet face plate missing													
k107	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓
	COMMENTS:	Holes on stucco from door knobs													
Restroom - Gym - BOYS	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	bathroom fixtures need repair													
Restroom H wing girls	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - e210	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	carpet damaged, poor condition													
Room - H107	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	extension cords misused													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 9/7/2018

School Name: Radcliff Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
C16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D
	COMMENTS:	door hardware needs repair													
fire lane behind second story classrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓
	COMMENTS:	roof drains damaged, roof gutters damaged, roof down spouts damaged													
mpr	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	lights out, replace lamps													
Room - c12	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	cubby cabinet not anchored													
Room - C13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - C21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - C26	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Desk blocking access to hvac closet													
Room - C29	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D
	COMMENTS:	door hardware needs repair													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 8/21/2018

School Name: Rolling Hills Middle

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Restroom - Next to library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
restrooms near gym	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 18	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	carpet damaged, and dirty														
Room - 19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 30	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 5	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	power taps daisy chained														
Room - 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room 13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 9/7/2018

School Name: Starlight Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
mpr	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored, 2 large storage cabinets not anchored													
Room - 11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room 17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room 25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room 28	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓
	COMMENTS:	roof drains damaged, roof gutters damaged, roof down spouts damaged													
Room 29	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓
	COMMENTS:	roof drains damaged, roof gutters damaged, roof down spouts damaged													
Room 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
slide in play structure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓
	COMMENTS:	cracks in structure, large hole in slide													
walkways near classrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓
	COMMENTS:	roof drains damaged, roof down spouts damaged													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 9/12/2018

School Name: Watsonville High

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
c10	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall													
Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Central Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
	COMMENTS:	Fire extinguisher not checked monthly													
d1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
d2	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	ceiling section open, ceiling water damaged													
music room	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, coming apart from weight of trophies													
Restroom - 304 - BOYS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - 304 - GIRLS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - 306 - GIRLS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - 901 - GIRLS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Restroom - B Wing - BOYS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 1 - 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 11	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	D
	COMMENTS:	door hardware needs repair, tall bookcase not anchored													
Room - 125 - Broadcast Studio	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	Intake blocked													
Room - 202	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

PART II: EVALUATION DETAIL

Date of Inspection: 9/12/2018

School Name: Watsonville High

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room - 202	COMMENTS:														
Room - 301	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room - 304	✓	✓	✓	X	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, Eye wash station broken													
Room - 310	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 311	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 314	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 407	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 409	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 412	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall, near door													
Room - 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room - b10	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall													
Room - b16	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	shelf unit not attached to wall													
Room - b18	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	electrical outlet damaged													
Room - b2	✓	✓	✓	✓	D	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored, shelf unit not attached to wall, extension cords misused													
Room - b6	✓	D	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	electrical equipment not properly covered, outlet face plate cover missing, HVAC door off													

PART II: EVALUATION DETAIL															
Date of Inspection: 9/12/2018				School Name: Watsonville High											
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	HOUSEKEEPING/EQ PREP	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room - b-9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room 129	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room 601	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
Room 901	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	tall bookcase not anchored													
Room 904	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:	extension cords misused													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use additional sheets as necessary.

SCCOE FIT 2018

[X DELETE](#) [← REPLY](#) [↶ REPLY ALL](#) [→ FORWARD](#) [...](#)**George Lopez**

Thu 11/1/2018 10:47 AM

[Mark as unread](#)**To:** Thom Dunks;

COE Admin and School Site Facility Inspections, utilizing the guidelines provided by the Office of Public School Construction the Facility Inspection Tool and the legislative background which requires the COE's facilities to be in "good repair standards". The Director of M&O and Facilities conducted an inspection of all its facilities. The sites inspected are:

400 and 399 Encinal St Santa Cruz

Sequoia Schools Freedom

Esquela Quetzal Watsonville

OASIS Aptos

Chrysalis Center Santa Cruz

Struck Center Santa Cruz

Del Mar Elementary Santa Cruz

Harbor HS Santa Cruz

Soquel HS Santa Cruz

New Brighton Middle Capitola

Star Community Santa Cruz

Ponderosa Ben Lomond

Highland Park Ben Lomond

SLV/PA1

Natural Bridges Santa Cruz

The Cottage Santa Cruz

Brookknoll Santa Cruz

Items inspected :

Gas Leaks

Sewer

Interior Surfaces

Exterior Surfaces

Overall Cleanliness

Pest/Vermin Infestation

Electrical Interior and Exterior

All the sites that have had minor deficiencies have generated a work order and all items have been corrected, there are no outstanding work orders at this time

November 9, 2018

Annual Report to Santa Cruz County Office of Education

2017-2018

Mission & Vision

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

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

Introduction:

Pacific Collegiate School, operating as a charter school authorized by the Santa Cruz County Office of Education (SCCOE) in 1998, first served students in the fall of 1999. Since then, PCS and the SCCOE have enjoyed a strong and collaborative partnership in providing an alternative school of choice for students seeking an Advanced Placement focused college preparatory education. The 2015-2016 school year was the first year of a renewed five year charter term. This report outlines progress towards goals described in the Charter Renewal Petition, as well as agreements made in the Memorandum of Understanding between PCS and the SCCOE.

Executive Summary:

Pacific Collegiate School continues to maintain a very strong track record of preparing all students to enter and thrive in the world's finest colleges and universities. Student achievement tracked with historical results as measured by CAASPP, SAT, AP, and ACT scores. PCS continues to prepare students for admission to and success in college - 100% of graduates were eligible for UC/CSU admissions. The school continues to focus on closing the equity and achievement gaps that exist, particularly for First To College and lower socioeconomic status students. Additionally, the school continues to prioritize outreach and recruitment to students of cultural and racial backgrounds that have been historically underrepresented.

Student Achievement

2018 CAASPP

Beginning in the 2014-15 school year, California transitioned to the California Assessment of Student Performance and Progress (CAASPP). The CAASPP is taken by students at PCS in grades 7, 8, and 11. Pacific Collegiate students performed very well on these assessments. Significantly, PCS students in all subgroups performed favorably when compared to similar students in the Santa Cruz City Secondary School District.

2018 ELA and Math Results								
	7th		8th		11th		Overall	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% participation	97%	95%	98%	100%	97%	94%	97%	96%
Exceeded	53%	51%	35%	44%	66%	45%	51%	47%
Met	37%	30%	43%	23%	25%	40%	35%	31%
Nearly Met	9%	15%	19%	22%	8%	12%	12%	16%
Not Met	1%	5%	3%	12%	1%	4%	2%	7%

7th Grade ELA Significant Subgroups						
	PCS (89)	Female (56)	Male (33)	Hispanic or Latino (16)	White (53)	Not Econ Dis. (82)
Exceeded	53%	57%	45%	44%	55%	54%
Met	37%	34%	42%	38%	36%	37%
Nearly Met	9%	9%	9%	13%	9%	9%
Did Not Meet	1%	0%	3%	6%	0%	1%

7th Grade Math Significant Subgroups						
	PCS (88)	Female (55)	Male (33)	Hispanic or Latino (16)	White (52)	Not Econ. Dis.(82)
Exceeded	51%	49%	55%	31%	52%	52%
Met	30%	27%	33%	25%	33%	29%
Nearly Met	15%	16%	12%	44%	8%	15%
Did Not Meet	5%	7%	0%	6%	8%	4%

8th Grade ELA Significant Subgroups					
	PCS (91)	Female (34)	Male (57)	White (69)	Not Econ. Dis. (81)
Exceeded	35%	38%	33%	36%	37%
Met	43%	47%	40%	44%	43%
Nearly Met	19%	9%	25%	19%	16%
Did Not Meet	3%	6%	2%	1%	4%

8th Grade Math Significant Subgroups					
	PCS (93)	Female (35)	Male (58)	White (71)	Not Econ. Dis (83)
Exceeded	44%	31%	52%	48%	48%
Met	23%	26%	21%	18%	21%
Nearly Met	22%	29%	17%	24%	21%
Did Not Meet	12%	14%	10%	10%	11%

11th Grade ELA Significant Subgroups

	PCS (87)	Female (47)	Male (40)	Hispanic or Latino (13)	White (60)	Econ. Dis. (11)	Not Econ. Dis. (76)
Exceeded	66%	68%	63%	38%	73%	27%	71%
Met	25%	23%	28%	31%	23%	27%	25%
Nearly Met	8%	9%	8%	31%	3%	36%	4%
Did Not Meet	1%	0%	3%	0%	0%	9%	0%

11th Grade Math Significant Subgroups

	PCS (85)	Female (45)	Male (40)	Hispanic/Latino (13)	White (58)	Not Econ. Dis. (75)
Exceeded	45%	33%	58%	23%	50%	49%
Met	40%	47%	33%	54%	36%	40%
Nearly Met	12%	16%	8%	8%	12%	8%
Did Not Meet	4%	4%	3%	15%	2%	3%

Overall ELA Significant Subgroups (7th, 8th and 11th)				
		% of tests	% met or exceeded	% nearly met or not met
total	PCS	100%	86%	14%
	SCCS	100%	60%	40%
female	PCS	51%	90%	10%
	SCCS	47%	67%	33%
male	PCS	49%	82%	18%
	SCCS	53%	53%	47%
Asian	PCS	7%	83%	17%
	SCCS	3%	85%	15%
Hispanic or Latino	PCS	14%	70%	30%
	SCCS	39%	40%	60%
White	PCS	68%	88%	12%
	SCCS	50%	73%	27%
Two or More Races	PCS	10%	93%	7%
	SCCS	4%	69%	31%
Economically Disadvantaged	PCS	10%	64%	36%
	SCCS	38%	39%	61%
Not Economically Disadvantaged	PCS	90%	89%	11%
	SCCS	62%	72%	28%

Overall Math Significant Subgroups (7th, 8th and 11th)				
		% of tests	% met or exceeded	% nearly met or not met
total	PCS	100%	77%	23%
	SCCS	100%	41%	59%
female	PCS	51%	73%	27%
	SCCS	47%	43%	57%
male	PCS	49%	82	18%
	SCCS	54%	40%	60%
Asian	PCS	7%	93%	7%
	SCCS	3%	77%	23%
Hispanic or Latino	PCS	14%	65%	35%
	SCCS	39%	22%	78%
White	PCS	68%	78%	22%
	SCCS	51%	52%	48%
Two or More Races	PCS	11%	86%	14%
	SCCS	4%	59%	41%
Economically Disadvantaged	PCS	10%	54%	46%
	SCCS	38%	24%	76%
Not Economically Disadvantaged	PCS	90%	80%	20%
	SCCS	63%	52%	48%

Advanced Placement (AP) test results 2013-2018

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

The 2018 scores demonstrate that PCS students continue to excel on AP exams. Given that all PCS students are required to take AP World History, AP United States History, AP English Language or AP English Literature, and AP Biology, these results place PCS as one of the top performing schools in the nation. In these core classes, close to 100% of students take the exam, so these scores are truly indicative of the success of the curriculum for all PCS students.

Test Year	5	4	3	2	1	Total tests	Ave. Score	% 3,4,5	% 4,5	% tested
Overall 2013	110	132	150	60	19	471	3.54	83%	51%	79%
Overall 2014	95	133	138	55	21	442	3.51	83%	52%	79%
Overall 2015	64	150	144	47	12	417	3.50	86%	51%	78%
Overall 2016	86	141	106	54	15	402	3.57	83%	56%	73%
Overall 2017	74	144	114	59	17	408	3.49	81%	53%	73%
Overall 2018	78	144	117	55	10	404	3.56	84%	55%	69%

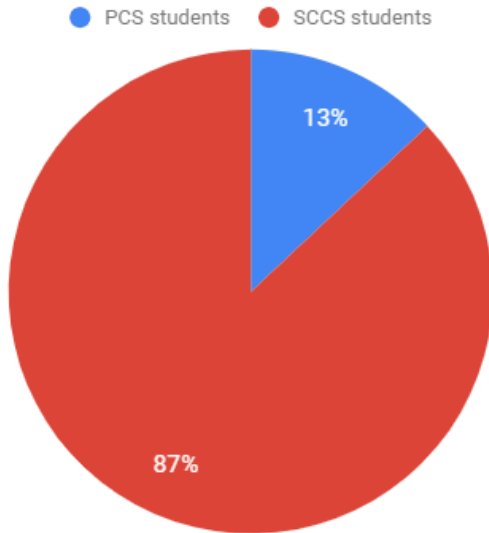
An important aspect of the PCS mission is to ensure access for all students to rigorous college preparatory coursework. One way we demonstrate this is through equity in access to Advanced Placement classes. The table below shows data from the 2015 Civil Rights Data Collection (2017 data has been collected but is not yet publicly available). The table shows AP participation and exam pass rates by PCS high school students, with Santa Cruz City Schools as a comparison. Because all students automatically enroll in AP courses, Hispanic students (often

underrepresented in Advanced Placement) take AP courses and pass exams at the same rate as the general population.

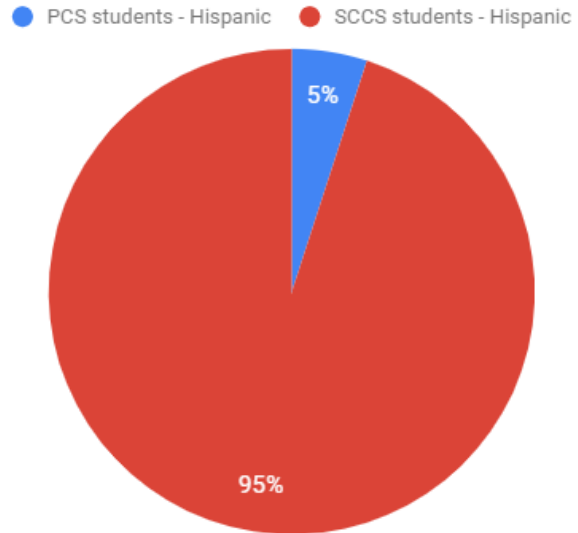
	PCS		SCCS	
	Overall	Hispanic	Overall	Hispanic
Overall 9th-12th grade enrollment	337	47	2175	856
Enrolled in an AP class	74%	85%	37%	28%
Passed an AP exam	66%	68%	19%	16%

The charts below illustrate AP enrollment and exam passage from a slightly different angle. PCS students account for 13% of high school enrollment within the Santa Cruz City School District but account for nearly double (23%) the proportion of AP course enrollments and close to triple (35%) the proportion of AP exam passers. Similarly, PCS students represent 5% of enrollment by Hispanic students, but account for three times (14%) the proportion of AP course enrollments and nearly four times (19%) the proportion of AP exam passers.

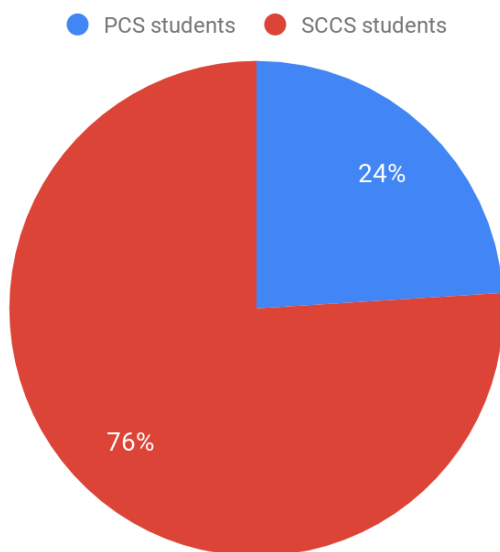
Proportional High School Enrollment



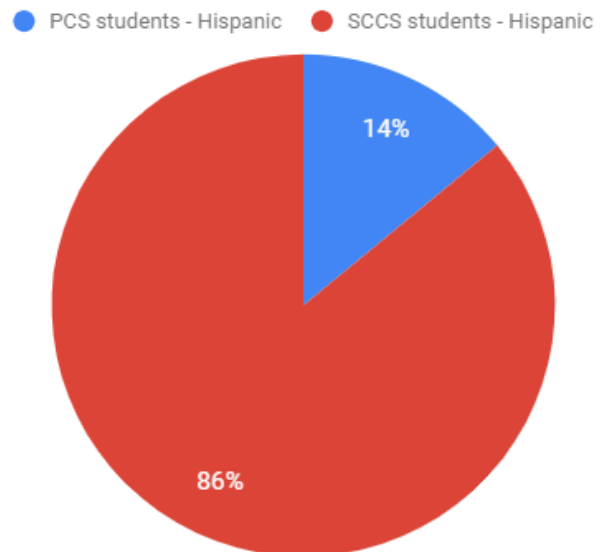
Proportional High School Enrollment



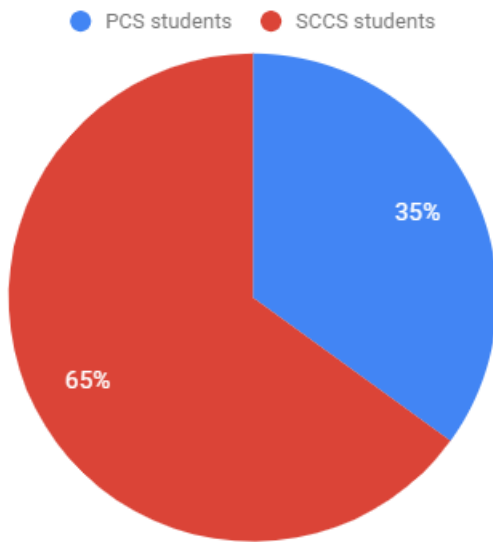
Proportional AP Course Enrollment



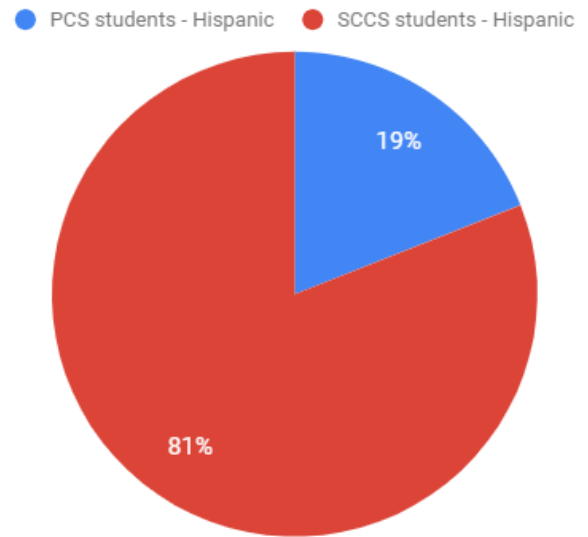
Proportional AP Course Enrollment



Proportional AP Exam Passers



Proportional AP Exam Passers



SAT 2012-2017

The Scholastic Achievement Test (SAT) is commonly used by universities as one of the metrics for admissions. Students typically begin taking the test 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. The score for the class of 2018 is expected to increase slightly as many seniors take the test again in the fall. Each section is scored on a scale of 200 to 800, with a total possible score of 2400. The format of the exam changed in 2017, so we have include results from the old format as well as the transition to the new one.

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

Class of:	Evidence Based Reading and Writing	Mathematics	Total
2017 (new exam)	650	622	1272
2018	679	683	1362
National Average	544	538	1082

ACT 2012-2017

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

Class of:	English	Math	Reading	Science	Composite
2014	28.1	27.5	28.4	26.9	27.9
2015	29.5	28.7	30.0	27.7	29.1
2016	29.9	28.5	29.0	27.5	28.9
2017	31.0	28.8	29.4	28.6	29.6
2018	31.0	29.0	30.9	29.4	29.9
2017 National Average	20.1	20.6	21.3	20.8	20.8

Overall, Pacific Collegiate students continue to excel on all standardized tests. The results of these tests demonstrate that students from all significant subgroups are performing at a very high level as compared to their peers both locally and at the national level. While they don't tell the entire story of PCS, these exams are clearly an external metric that validates the strength of the school program and curriculum.

College Admissions

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

	2015		2016		2017		2018	
	Number	%	Number	%	Number	%	Number	%
2-year college	13	19%	15	22%	17	23%	14	20%
4-year college	53	78%	48	70%	53	72%	51	73%
Military	-	-	-	-	2	3%	1	1%
Non-US college	2	3%	4	6%	2	3%	1	1%
Gap/Year off	-	-	2	3%	1	1%	4	6%

Progress towards goals:

Local Control Accountability Plan (LCAP)

Pacific Collegiate School's annual update in the LCAP plan for 2018-19 shows the school's progress toward 2017-18 goals (see Appendix). PCS met or exceeded all goals as outlined in the LCAP. In particular, the LCAP highlights a variety of ways PCS provides access to high quality college preparatory resources to all students:

- Focus 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 to all PCS students.
- Increase the opportunities for students to engage in college level research within their upper division coursework.
- Provide 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.
- Focus on equity and access for families with fewer financial resources, including providing free lunch, test preparation, AP exams, and participation in curricular activities.
- Ensure parent participation through Board and school committee membership.
- Maintain high student engagement and attendance.
- Maintain a highly qualified and effective faculty and staff.
- Maintain a school facility that is safe and meets supportive of the PCS learning environment.
- Provide access for all students to Advanced Placement classes.

Western Association of Schools and Colleges Accreditation Goals:

Pacific Collegiate School completed its third year of a six year accreditation term through 2021. The 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 as well as the goals outlined in the school's Strategic Plan (see below). The plan identifies two critical learner needs:

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

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

- Continuing to settle into our new building, taking full advantage of increased classroom space for computer based classes and science labs.
- Availability of dedicated rehearsal space for performance based arts 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.
- Having classes begin using the outdoor space around Antonelli Pond for instructional purposes.
- Student Support Team meets with First to College students at least quarterly, offering/providing support on a case by case basis and notifying parents as needed.
- Continuous increase of the number of graduates who complete a capstone project.
- Comprehensive curriculum review in all academic departments.
- Ongoing annual cycle of alumni surveys and tracking of alumni college persistence rates.

Strategic Plan:

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

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

Diversity Plan and Progress:

The tables below show multi-year trends in PCS student ethnicity 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.

The Diversity Oversight Committee (DOC) operates as a steering committee designed to oversee, direct and support four main working groups constructed to carry out the overall Diversity Plan. The steering committee consists of members of the PCS community including; past and current board members, the Outreach Coordinator, school Principal, parents, and members of the newly formed student diversity club ALAS (Advancement and Leadership of All Students). The working groups focused on the following areas:

Outreach Working Group:

The primary goal of the Outreach Working Group is to increase applications to the admission lottery, particularly by students from demographic groups that have been traditionally less represented at PCS.

Student Outreach:

Leading up to the admission lottery on March 22, 2018, PCS once again held multiple meetings to provide information to prospective students and families. The meetings include an overview of the academic program by the Principal, student support resources, parent involvement, a panel of current PCS students, and a campus tour for meetings held at PCS. Spanish translation is available at the meetings and all written materials are provided in both English and Spanish.

In order to promote attendance at our informational meetings, we advertised through flyers and posters at community locations such as Nueva Vista Community Center, Live Oak Community Center, La Manzana, Santa Cruz Volunteer Center, and Boys & Girls Club. In addition, we advertised the dates and locations of the information meetings in both English and Spanish in the Santa Cruz Sentinel and the Register Pajaronian.

Overall, over 1100 people attended the ten outreach information meetings last year, resulting in 615 total lottery applications (including applications for 22 First to College applicants). Information about specific information meetings is listed below:

1/18/18 - UCSC Student Family Housing - 6 attendees
1/24/18 - Pacific Collegiate School - 180 attendees
1/24/18 - Pacific Collegiate School - Spanish language meeting with 8 attendees
1/25/18 - Pacific Collegiate School - 176 attendees
2/8/18 - Resource Center for Nonviolence, Santa Cruz - 56 attendees
2/10/18 - Pacific Collegiate School - 175 attendees
2/10/18 - Pacific Collegiate School - Spanish language meeting with 9 attendees
2/22/18 - Martinelli's, Watsonville - 26 attendees

2/26/18 - Simpkins Community Center, Live Oak - 146 attendees

3/10/18 - Pacific Collegiate School - 196 attendees

School Climate Working Group:

The purpose of this group is to help the school with strategies to create a supportive and inclusive school climate that supports a diverse and equitable educational experience. Last year, this group prioritized work in three areas:

1. Raising awareness and attendance within the PCS community at events that promote diversity, equity, and inclusion. PCS organized attendance at events such as the Women's March and the UCSC Martin Luther King Jr. Convocation.
2. Reducing real or perceived barriers for access to information and reporting about school equity issues. This work is still in progress, and includes updated the incident reporting form and making anti-discrimination policies and reporting more visible and accessible.
3. Fostering intra-group dialogue and support within the PCS community. This work included the formation of the PCS Diversity Club, ALAS, as well as regular joint meetings between all students groups focused on equity and social justice issues.

Educational Equity Working Group:

The purpose of this group is to help the school examine where equity gaps exist and to develop strategies to close these equity gaps. Last year the primary focus of this group was to continue to build up support for First To College students and their families. The school was able to work with a recipient of the UCSC Humanities Institute Summer Fellowship to develop a multi-year plan for FTC support and engagement. In the 2018-19 school year, the school will implement parent education nights to supplement the family college nights designed for the general population. The school will also be identifying potential gaps in academic tutoring so as to reduce the equity gap for families who don't have the resources to seek out private tutoring.

Data Collection & Assessment Working Group:

This working group is charged with improving upon methods and standards of gathering data for the purpose of assessing the needs of its ethnically diverse and first-to-college populations. The group is beginning to explore ways upon expanding the data collection methods already in place. Most recently, the group worked with County Office of Education staff to analyze data for trends in attrition. The data was shared with the COE Board Charter Committee and is also included in this report.

Faculty and Staff Professional Development:

Faculty and Staff professional development during the 2017-18 school year was focused on Diversity and Equity. Over the course of the year, we engaged in the following activity:

Santa Cruz County Community Coalition to Overcome Racism (SCCCCOR): SCCCCOR is “focused on ending systemic racism throughout Santa Cruz County. SCCCCOR’s purpose is to provide education and organizing activities in order to: (1) equip member organizations and individuals to more effectively carry out their work from an anti-racist perspective, and (2) join together to address systemic racism within institutions of law enforcement, education, housing, immigration, employment and health care.” SCCCCOR led a half day workshop with a facilitated viewing and discussion of the film *Cracking the Codes - The System of Racial Inequity*.

Culturally Responsive Teaching: Teachers and Staff learned from Mark Janda, local educator and Equity practitioner during a half day workshop.

Equity Professional Learning Communities: Faculty and Staff met monthly throughout the year in PLC’s focused on studying the culture of PCS in regards to equity issues related to gender, race, political and religious difference, and LGBTQ people.

ACSA Equity Institute: Principal Simon Fletcher and Assistant Principal Todd Harrison participated in the COE hosted Equity Institute throughout the 2017-18 school year. This year, PCS has added two additional participants for the second year of the institute.

Percentage of PCS Students Reported as Hispanic/Latino

Date	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School District
2014-15	15.4%	13.5%	16.1%	16.3%	12.3%	15.5%	14.9%	37.6%
2015-16	16.3%	14.3%	13.3%	16.0%	16.0%	12.7%	14.8%	37.5%
2016-17	7.6%	18.3%	18.7%	14.1%	18.3%	14.7%	15.3%	37.2%
2017-18	17.4%	8.7%	18.4%	16.5%	15.2%	16.7%	15.5%	38.4%
2018-19	12.0%	18.3%	7.6%	16.5%	18.2%	16.7%	14.8%	TBD

Percentage of PCS Students Reported as White

Date	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School District
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%	52.7%
2017- 18	60.1%	75.0%	74.0%	64.8%	68.5%	64.1%	67.8%	50.8%
2018- 19	68.5%	61.3%	75.0%	74.7%	59.1%	70.0%	68.1%	TBD

Percentage of PCS students Reported as Eligible for Free and Reduced Lunch

Date	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School District
2014-15	8.8%	5.6%	2.3%	3.8%	1.4%	2.8%	4.3%	40.3%
2015-16	4.4%	11.0%	5.6%	2.5%	4.0%	4.2%	5.4%	39.0%
2016-17	8.7%	7.8%	13.2%	11.8%	5.8%	2.7%	8.5%	38.9%
2017-18	8.7%	10.9%	12.0%	15.4%	12.0%	7.7%	11.2%	TBD
2018-19	10.6%	7.5%	8.7%	11.0%	14.8%	15.6%	11.3%	TBD

First to College students:

The table below shows academic performance measures for FTC students compared to the general school population in each of the past three years. While the relative number of FTC students is small, there is a trend of slightly lower academic performance in GPA, CAASPP, and AP scores among these students. Supporting FTC students and their families continues to be a major focus for all teachers and staff, with the goal of narrowing and eliminating these achievement gaps.

Year		GPA		CAASPP		AP EXAMS		
		High School	Junior High	ELA % met+	Math % met+	# of Exams	% partic.	% passing (3+)
2015-2016	General	3.239	3.078	80%	69%	402	73%	83%
	FTC	3.043	2.377	62%	38%	22	68%	80%
2016-2017	General	3.366	3.298	86%	76%	408	73%	81%
	FTC	3.109	2.737	61%	39%	22	61%	55%
2017-2018	General	3.36	3.234	86%	77%	404	69%	84%
	FTC	2.965	2.751	84%	56%	29	83%	76%

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

Class :	#FTC - siblings	#FTC- lottery preference	#FTC - general lottery	#FTC - transferred out	Total #FTC- currently enrolled	FTC - graduated
2017	0	6	3	4	-	5
2018	0	6	5	9	2	1
2019	2	6	4	4	8	-
2020	0	6	2	2	6	-
2021	1	6	1	2	6	-
2022	1	7	0	2	6	-
2023	1	6	0	1	6	-
2024	2	7	1	1	9	-
Current	7	38	8	12	41	

School Culture and Climate:

School Attendance:

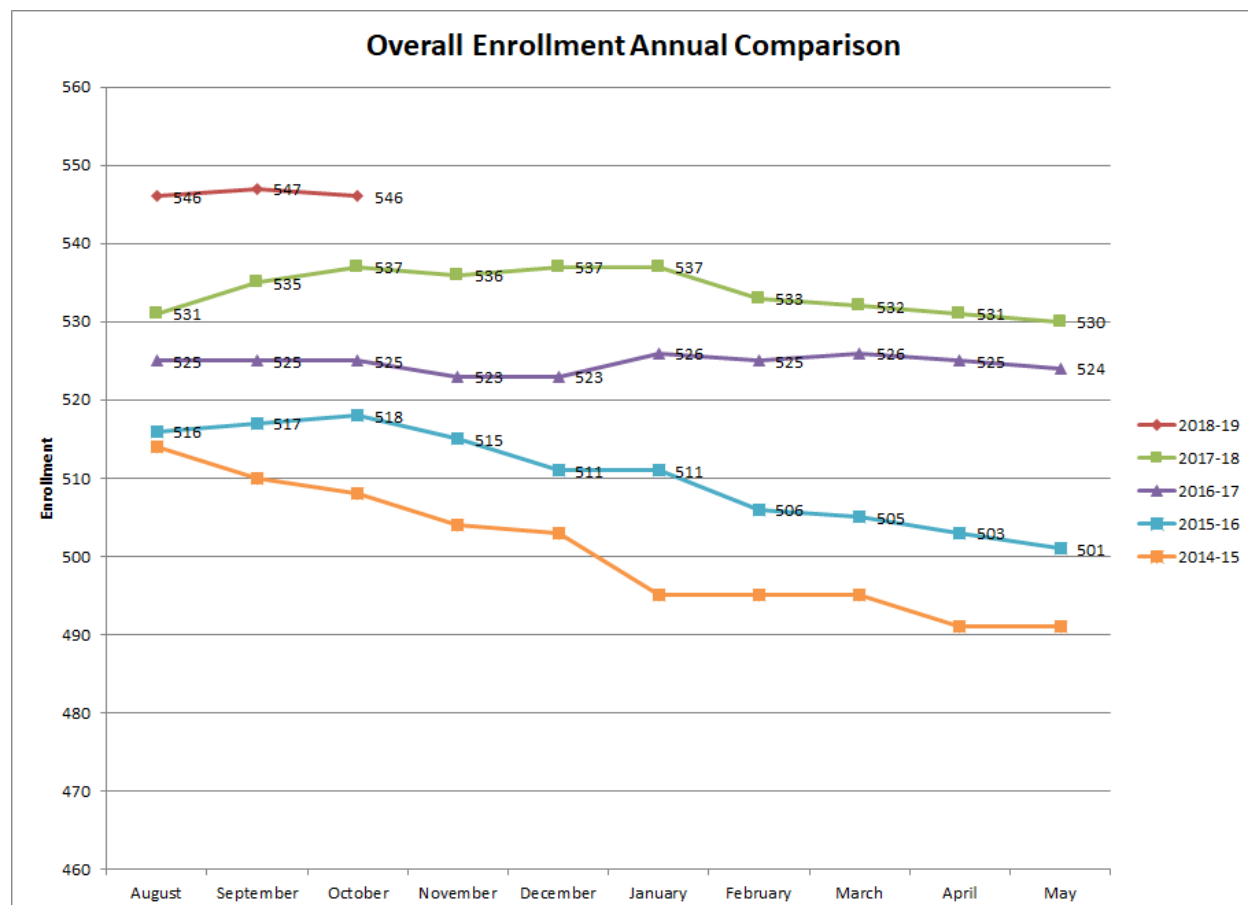
PCS student attendance and enrollment was strong during the 2017-18 school year, as shown in the table below. The administration actively communicates with students and parents about the importance of school attendance, both in regards to academic success and school funding.

	Grades 7-8	Grades 9-12	Total School
Enrollment (CBEDS)	184	353	537
Attendance rate (annual)	96.8%	96.0%	96.2%

The table below represents enrollment and attrition data over the four years period of the 2014-15 school year through the 2017-18 school year. Thanks to Faris Sabbah from the COE for compiling this data. This analysis show the relative proportionality for racial and socioeconomic subgroups. In general, all groups are represented consistently in both enrollment, graduation, and attrition (early exit). Additionally, GPA for all groups is consistent as well.

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

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



School Surveys:

Pacific Collegiate administers a regular cycle of stakeholder surveys. Students take surveys in each class twice a year. Students and parents are also surveyed about their overall perspective on the school once each year. The results of the surveys are discussed amongst the faculty, staff, and Board and also shared with the entire community. Information from the surveys is used to inform teaching and curricular decisions and also funding priorities as outlined in the school LCAP.

Our 2016-17 surveys identified the following areas of strength:

- Students and parents appreciate that the school sets high standards for learning.
- Teachers are seen to be both expert in their subject area and supportive of student success.
- There is nearly universal satisfaction of the overall education provided by PCS.
- There is a high level of understanding and support of the college preparatory mission of PCS.

Our 2017-18 surveys identified the following areas for focus on improvement:

- Particularly in the upper grades, there is interest in seeing a greater variety of elective courses.
- Alignment of degrees of challenge with expectations across grade levels can be improved and clarified.
- There is general consensus that retaining high quality teachers must be a school priority.

These survey results generally reflect the areas of focus that have been identified in the school's Strategic Plan. The school Board, administration, and staff are all working towards improvement in each of these areas.

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 Principal, 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. An example of a monthly financial statement is included in the Appendix of this report to demonstrate the level of detail reviewed on a monthly basis by the Finance Committee as well as the entire Board of Directors. Per the school's accounting services provider, the amount of time spent by the Finance Committee each month and the level of detail provided in the monthly materials is second to none across the schools they service.

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 Principal and his 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.

As mentioned in the 2017 report, the PCS Board adopted a new Financial Reserve Policy in October 2017 after completing a detailed reserve study. The revised policy increased the school's overall reserves by more than \$500k to more than \$1.5M. The increased reserves will allow the school to set an annual budget that focuses on the core mission of preparing students for college while strategically preparing for both expected and unexpected budgetary events. Additionally, the increased reserves and the rigor behind its framework and preparation provide the Board greater confidence that the school's needs will continue to be met even if requirements for one-time expenditure of excess funds are found to be compelling. PCS maintains a long track record of financial audits and prudent financial management with no major audit findings or qualified opinions. In addition, the COE's review of the 2017-18 Unaudited Actuals affirms that PCS has demonstrated an ability to maintain a strong financial position.

Appendices:

2017-18 LCAP

PCS Diversity Status Report and Action Plan

Annual Plan for Special Needs and English Language Learners

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

LEA Name

Contact Name and Title

Email and Phone

Pacific Collegiate Charter School

Simon Fletcher
Principal

simon.fletcher@pcsed.org
(831) 479-7785 Ext. 3102

2017-20 Plan Summary

The Story

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

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

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

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

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

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

PCS believes that students of all backgrounds can thrive academically and socially. PCS provides an extensive school-wide support network and a community of teachers, students, and families all committed to this vision of student success. PCS makes academics a priority, fostering an environment in which every student is oriented toward the goal of succeeding in college.

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress

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

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

Greatest Needs

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

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

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

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Pacific Collegiate aims to level the playing field for low income students by eliminating some of the financial barriers to a college preparatory education. The school provides college entrance exam test preparation free of charge to all students. The school also maintains open enrollment for Advanced Placement classes – all students are on the same college preparatory track. The school provides fee waivers for AP exams, and offers free lunch to all students whose families meet the guidelines for Free and Reduced Lunch. Beginning in the spring of 2018, the school created an English Language Learner Instructional Assistant position to further support ELL students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$5,260,638
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$876,933.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The expenditures specified to support LCAP goals account for approximately 25% of the overall budgeted expenditures for 2017-18. The majority of these non-LCAP expenditures are in salaries and benefits. While many teachers and staff are not directly supporting LCAP goals, our system of vertical alignment requires that everyone at the school is working to support college readiness initiatives for all students.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$4,235,127

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Increase academic success of First to College students

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Academic support meetings for all First to College students</p> <p>17-18 Meet at least once with all FTC students, with more meetings scheduled as needed.</p> <p>Baseline In 2016-17, Student Support Team members met with all FTC students at least once.</p>	<p>A member of the Student Support Team met with each FTC student at least once.</p>
<p>Metric/Indicator Advanced Placement Exam pass rate of graduating FTC students.</p> <p>17-18 AP pass rate comparable to general student population.</p> <p>Baseline For the class of 2017, FTC seniors had an AP pass rate of 88%, compared to 85% from the general population.</p>	<p>For the class of 2018, FTC seniors had an AP pass rate of 55%, compared to 83% from the general population.</p>

Expected

Metric/Indicator

CAASPP scores of FTC graduating students.

17-18

CAASPP scores comparable to general student population.

Baseline

For the class of 2017 FTC seniors:

Math 50% meet/exceed vs. 68% general population.

ELA 83% meet/exceed vs. 68% general population.

Actual

For the class of 2017 FTC seniors:

Math 33% (1 of 3) meet/exceed vs. 86% general population.

ELA 66% (2 of 3) meet/exceed vs. 94% general population.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan.	Met at least once each year with each individual student and his/her family to review progress towards goals in academic plan.	1000-1999: Certificated Personnel Salaries LCFF \$5,551	1000-1999: Certificated Personnel Salaries LCFF \$3,078
FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals. Parent Education events to discuss college application process.	FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals. Parent Education events to discuss college application process.	3000-3999: Employee Benefits LCFF \$968	3000-3999: Employee Benefits LCFF \$735
		1000-1999: Certificated Personnel Salaries LCFF \$1,969	2000-2999: Classified Personnel Salaries LCFF \$1,866
		3000-3999: Employee Benefits LCFF \$482	3000-3999: Employee Benefits LCFF \$455

Analysis

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

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

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

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

Student Support Team staff report that the individual meetings with students, sometimes also including parents, have continued to be an effective strategy to develop a success plan for each First To College child.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences are based on fluctuations in salary and benefit percentages.

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

The school Diversity Committee has been developing strategies for increased support for First To College students. These strategies will include increased parent education as well as peer to peer support for students. This goal will be modified to include these increased levels of support.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Participation rate by graduating class.</p> <p>17-18 Maintain a high participation rate for the graduating class.</p> <p>Baseline Among the class of 2017, 90% of students participated in a test preparation course.</p>	<p>Among the class of 2018, 73% of students participated in a test preparation course.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

Offer SAT/ACT/PSAT prep classes to help prepare students for tests.	Offered SAT/ACT/PSAT prep classes to help prepare students for tests.	1000-1999: Certificated Personnel Salaries LCFF \$19,300	1000-1999: Certificated Personnel Salaries LCFF \$8,400
		3000-3999: Employee Benefits LCFF \$3,364	3000-3999: Employee Benefits LCFF \$2,006
		4000-4999: Books And Supplies LCFF \$3,200	5800: Professional/Consulting Services And Operating Expenditures LCFF \$6,205
			4000-4999: Books And Supplies LCFF \$2,173

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences are based on fluctuations in salary and benefit percentages.

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

No changes are planned for this goal in future years.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

Students will be engaged in college preparatory research.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Graduating class participation in one or more research based elective classes.</p> <p>17-18 Maintain a high participation rate for the graduating class.</p> <p>Baseline In the class of 2017, 66% of students took a research based elective class.</p>	<p>In the class of 2018, 73% of students took a research based elective class.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Maintain a class to provide students the opportunity to hone their research skills with supported curriculum.

Maintain a variety of researched based elective offerings.

1000-1999: Certificated Personnel Salaries LCFF \$61,219

3000-3999: Employee Benefits LCFF \$10,670

5000-5999: Services And Other Operating Expenditures LCFF \$2,500

1000-1999: Certificated Personnel Salaries LCFF \$64,699

3000-3999: Employee Benefits LCFF \$15,447

5000-5999: Services And Other Operating Expenditures LCFF \$2,500

Analysis

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

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

In 2017-18, the school was able to accommodate the increased enrollment in research based elective classes.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences are based on fluctuations in salary and benefit percentages.

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

No changes are planned to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

Offer technological literacy access and curriculum to all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Students enrolled in Study Skills and Technology course.</p> <p>17-18 All 7th grade students enrolled in SSTech.</p> <p>Baseline 100% of 7th grade students enrolled in SSTech.</p>	<p>100% of 7th grade students enrolled in SSTech in the 2017-18 school year.</p>
<p>Metric/Indicator Student access to tech devices in school.</p> <p>17-18 Maintain a similar number of devices for student use.</p> <p>Baseline In the 2016-17 school year, PCS maintained about 500 devices for student use, or about .95 devices per student.</p>	<p>In the 2017-18 school year, PCS maintained about 580 devices for student use, or about 1.1 devices per student.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Study Skills and Technology as a required course for all 7th grade students. Continue to offer multiple sections of Computer Science as determined by student interest. Maintain student access to computers at school – continue to incorporate technology based instruction where appropriate.		1000-1999: Certificated Personnel Salaries LCFF \$86,276	1000-1999: Certificated Personnel Salaries LCFF \$72,070
		3000-3999: Employee Benefits LCFF \$15,038	3000-3999: Employee Benefits LCFF \$17,210
		4000-4999: Books And Supplies LCFF \$1,000	5000-5999: Services And Other Operating Expenditures LCFF \$248
		4000-4999: Books And Supplies LCFF \$20,000	4000-4999: Books And Supplies LCFF \$55,890
		5800: Professional/Consulting Services And Operating Expenditures LCFF \$23,750	5800: Professional/Consulting Services And Operating Expenditures LCFF \$22,248

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent more on new computer purchases than budgeted.

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

No changes will be made to this goal.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 5

Provide support services for low income students and families.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Participation in lunch program by FRL students.</p> <p>17-18 Maintain a high level of free school lunch program utilization.</p> <p>Baseline In 2016-17, 91% of FRL students utilized the free school lunch program.</p>	<p>In 2017-18, 86% of student qualifying for Free and Reduced Lunch utilized the free school lunch program.</p>
<p>Metric/Indicator Participation in test preparation program by FRL students.</p> <p>17-18 Participation in test preparation classes by low income students that is comparable to the general population.</p> <p>Baseline 66% of 11th and 12th grade students (n=6) participated in a test preparation class.</p>	<p>66% of 11th and 12th grade students (n=6) participated in a test preparation class.</p>

Expected

Metric/Indicator

Participation in AP exams by FRL students.

17-18

Maintain a high level of AP exam participation by FRL students.

Baseline

In 2016-17, 100% of FRL students enrolled in AP courses took the AP exam.

Actual

In 2017-18, 97% of FRL student enrolled in AP courses took the AP exam.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Require all families to fill out application for FRL as a part of the registration process.	Required all families to fill out an application for FRL as part of the registration process, provided AP exam fee waivers for all FRL students, and actively recruited all FRL students for participation in test preparation classes.	1000-1999: Certificated Personnel Salaries LCFF \$1,526	2000-2999: Classified Personnel Salaries LCFF \$1,379
Provide AP exam fee waivers for all FRL students.		3000-3999: Employee Benefits LCFF \$266	3000-3999: Employee Benefits LCFF \$366
Actively recruit FRL students for participation in free test preparation classes.		4000-4999: Books And Supplies LCFF \$253	
		4000-4999: Books And Supplies LCFF \$10,000	4000-4999: Books And Supplies LCFF \$21,748
		5000-5999: Services And Other Operating Expenditures LCFF \$4,000	5000-5999: Services And Other Operating Expenditures LCFF \$2,500

Analysis

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

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

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

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

With the Free and Reduced Lunch application included in the registration process, nearly 100% of families completed the form. Possibly due to this higher level of applications, the number of students qualifying for Free and Reduced Lunch increased in the 2017-18 school year. The number of students being served by the free lunch program also increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences are based on fluctuations in salary and benefit percentages and more FRL students than anticipated.

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

No changes will be planned for this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 6

Ensure parent participation in school Board and Committees

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parental representation on Board and school committees.</p> <p>17-18 The Board and school committees will have at least one parent member.</p> <p>Baseline In 2016-17, the school Board and all committees had at least one parent member.</p>	<p>In 2017-18, the Board and all school committees had at least one parent member.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Recruit committee membership through school communications annually and as needed.

Maintain regular committee meeting schedules.

Recruited committee membership to ensure parent participation and maintained regular committee meeting schedules.

2000-2999: Classified Personnel Salaries LCFF \$1,025

3000-3999: Employee Benefits LCFF \$251

2000-2999: Classified Personnel Salaries LCFF \$1,192

3000-3999: Employee Benefits LCFF \$290

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences are based on fluctuations in salary and benefit percentages.

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

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 7

Maintain student average daily attendance

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator P-2 Average Daily Attendance</p> <p>17-18 Maintain a P-2 ADA of at least 95%</p> <p>Baseline In 2016-17, the school ADA for P-2 was 96.7%.</p>	<p>In 2017-18, the school ADA for P-2 was 96.1%.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase monitoring and communication with parents of	Monitored attendance for chronically absent students and	2000-2999: Classified Personnel Salaries LCFF \$16,694	2000-2999: Classified Personnel Salaries LCFF \$17,107

chronically absent students to decrease truancy.

Administrative support for the monitoring and follow up of absent/truant students.

provided administrative support for follow up with these students.

3000-3999: Employee Benefits
LCFF \$4,158

1000-1999: Certificated
Personnel Salaries LCFF \$14,535

3000-3999: Employee Benefits
LCFF \$2,533

3000-3999: Employee Benefits
LCFF \$4,167

1000-1999: Certificated
Personnel Salaries LCFF
\$14,618

3000-3999: Employee Benefits
LCFF \$3,491

Analysis

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

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

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

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

Attendance rates dipped slightly compared to the previous year, but still remain high.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences are based on fluctuations in salary and benefit percentages.

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

No changes will be made to this goal.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 8

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percent of teachers credentialed or in progress towards credential.</p> <p>17-18 100% of teachers will be credentialed or in progress of earning a credential.</p> <p>Baseline In 2016-17, 97% (all but one) of teachers were credentialed or in progress towards a credential.</p>	<p>In 2017-18, 100% of teachers were credentialed or in progress towards a credential.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Teachers will receive professional development through the BTSA program.	Provided professional development through BTSA for all eligible teachers, provided access to AP conferences for all teachers, and provided 8 paid days of professional development for all teachers.	5000-5999: Services And Other Operating Expenditures LCFF \$17,540	5000-5999: Services And Other Operating Expenditures LCFF \$8,770
Teachers will attend AP conferences as appropriate.		5000-5999: Services And Other Operating Expenditures LCFF \$10,000	5000-5999: Services And Other Operating Expenditures LCFF \$1,705
School budgets for 8 paid days of professional development for teachers.		1000-1999: Certificated Personnel Salaries LCFF \$85,674	1000-1999: Certificated Personnel Salaries LCFF \$85,796
		3000-3999: Employee Benefits LCFF \$14,876	3000-3999: Employee Benefits LCFF \$20,487

Analysis

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

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

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

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

The close oversight resulted in all teachers being properly credentialed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were fewer new teachers in the BTSA program.

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

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 9

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator School facility inspection rating on the FIT test.</p> <p>17-18 Maintain a facility inspection rating of over 90%.</p> <p>Baseline In 2016-17, the facility inspection rated over 90%.</p>	<p>In 2017-18, the facility inspection rated over 90%.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly campus work days.	Continued monthly campus work days, continued regular maintenance of building systems,	2000-2999: Classified Personnel Salaries LCFF \$1,670	2000-2999: Classified Personnel Salaries LCFF \$1,654

Monthly and annual review of various facility requirements (e.g. fire extinguishers, earthquake items bolted down).

Perform fire, earthquake, and lockdown drills twice a year.

and performed required safety drills.

3000-3999: Employee Benefits
LCFF \$410

2000-2999: Classified Personnel
Salaries LCFF \$4,177

3000-3999: Employee Benefits
LCFF \$1,024

2000-2999: Classified Personnel
Salaries LCFF \$1,186

3000-3999: Employee Benefits
LCFF \$291

3000-3999: Employee Benefits
LCFF \$403

2000-2999: Classified Personnel
Salaries LCFF \$4,136

3000-3999: Employee Benefits
LCFF \$1,007

2000-2999: Classified Personnel
Salaries LCFF \$1,175

3000-3999: Employee Benefits
LCFF \$286

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 10

Offer sufficient AP sections to provide access to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Students having access to Advanced Placement courses.</p> <p>17-18 Maintain 100% open enrollment in AP courses.</p> <p>Baseline In 2016-17, 100% of students had access to AP courses.</p>	<p>In 2017-18, 100% of students had access to AP courses.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to provide all students access to AP classes	Continued to provide all students access to AP classes.	1000-1999: Certificated Personnel Salaries LCFF \$407,007	1000-1999: Certificated Personnel Salaries LCFF \$409,910
		3000-3999: Employee Benefits LCFF \$70,941	3000-3999: Employee Benefits LCFF \$97,882
		5000-5999: Services And Other Operating Expenditures LCFF \$1,400	5000-5999: Services And Other Operating Expenditures LCFF \$400

Analysis

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

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

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

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

In 2017-18, the school was able to create enough sections to accommodate all student requests for AP courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences are based on fluctuations in salary and benefit percentages.

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

No changes are planned for this goal.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

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

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

1. Board Meetings: Results of student, parent, staff, and alumni surveys were shared during open public meetings. LCAP discussions were tied to the budget discussion and adoption process.
2. Website: LCFF and LCAP information was posted on PCS's website to inform our public of the state's new funding model, what it entails, the timeline for implementation and the need for their input.
3. Parents: Feedback was solicited in a variety of ways from our parent community:
 - Principal coffees: held on the first Friday of the month.
 - Parent Ed forums: held on a regular basis.
 - PVA meetings: Parent Volunteer Association meetings held bi-monthly, generally in conjunction with Board meetings.
 - Parent Survey: PCS annually surveys parents on a variety of topics. This survey provides quantitative data on what is working or not working for their children and the areas PCS needs to improve upon. Input was solicited from the PCS community with families self-identifying which if any, subgroup they belong to.
 - Diversity Committee: The Diversity Committee reviewed the LCAP goals and provided feedback on how to improve future goals.
4. PCS Employees: PCS employees are kept informed and provided input in the following forums:
 - Leadership Meetings: PCS holds bi-weekly meetings with department chairs and the school's management team. Discussion centers on how best to serve students.
 - Staff Meetings: Held twice each month, these meetings gather all employees together with discussion centered on school wide improvement.
 - Staff surveys: PCS surveys all employees regularly to solicit feedback on PCS's program and staffing needs.

5. PCS Students:

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

May 2, 2018: Pacific Collegiate School held a public hearing of the 2018-19 LCAP.

June 6, 2018: Pacific Collegiate School adopted the 2018-19 LCAP, prior to adopting the 2018-19 budget.

Impact on LCAP and Annual Update

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

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

Common themes include:

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

On the program side, the following were the top three areas of priority.

- Offer more electives and flexibility in ways students can meet the graduation requirements.
- Work on the alignment of our school curriculum.
- Continue to develop the new facility to support the Visual and Performing Arts.

On the staffing side, the following were the top areas of priority.

- Continue to seek the most highly qualified teachers and staff.
- Increase employee salaries and benefits.
- Increase outreach for hard to fill teaching areas, particularly in the sciences.

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

- Support the recruitment and retention of excellent teachers and staff through increased compensation.

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Increase academic success of First to College students

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Continued support of First to College students

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP scores of FTC graduating students.	<p>For the class of 2017 FTC seniors:</p> <p>Math 50% meet/exceed vs. 68% general population.</p> <p>ELA 83% meet/exceed vs. 68% general population.</p>	CAASPP scores comparable to general student population.	CAASPP scores comparable to general student population.	CAASPP scores comparable to general student population.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: First to College

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan.

FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals. Parent Education events to discuss college application process.

2018-19 Actions/Services

Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan.

FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals.

Parent Education events to discuss college application process.

Form a peer to peer network for both the FTC students and their parents.

2019-20 Actions/Services

Meet at least once each year with each individual student and his/her family to review progress towards goals in academic plan.

FTC support team: Academic Support Specialist (7/8th), Vice Principal/Dean of Students (9/10th), College Counselor (11th 12th) will meet twice a month to review overall process and individual student progress towards goals.

Parent Education events to discuss college application process.

Form a peer to peer network for both the FTC students and their parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,551	\$3,411	\$3,530
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$968	\$878	\$973
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$1,969	\$2,088	\$1,971
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$482	\$575	\$596
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Provide equal access to college preparatory resources.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Offer SAT/ACT/PSAT prep classes to help prepare students for tests.

2018-19 Actions/Services

Offer SAT/ACT/PSAT prep classes to help prepare students for tests.

2019-20 Actions/Services

Offer SAT/ACT/PSAT prep classes to help prepare students for tests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,300	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$3,364	\$5,146	\$5,516
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$3,200	\$3,200	\$3,200
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

Students will be engaged in college preparatory research.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Improve student research and writing skills.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

All

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain a class to provide students the opportunity to hone their research skills with supported curriculum.

Maintain a variety of research based elective offerings.

2018-19 Actions/Services

Maintain a class to provide students the opportunity to hone their research skills with supported curriculum.

Maintain a variety of research based elective offerings.

2019-20 Actions/Services

Maintain a class to provide students the opportunity to hone their research skills with supported curriculum.

Maintain a variety of research based elective offerings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,219	\$12,072	\$12,337
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$10,670	\$3,106	\$3,402
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$2,500	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

Offer technological literacy access and curriculum to all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,276	\$74,827	\$76,382
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$15,038	\$19,252	\$21,066
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$23,750	\$22,248	\$22,248
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

Provide support services for low income students and families.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Provide access to school programs regardless of student socioeconomic status.

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation in AP exams by FRL students.	In 2016-17, 100% of FRL students enrolled in AP courses took the AP exam.	Maintain a high level of AP exam participation by FRL students.	Maintain a high level of AP exam participation by FRL students.	Maintain a high level of AP exam participation by FRL students.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Low Income

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Require all families to fill out application for FRL as a part of the registration process.

Provide AP exam fee waivers for all FRL students.

2018-19 Actions/Services

Require all families to fill out application for FRL as a part of the registration process.

Provide AP exam fee waivers for all FRL students.

2019-20 Actions/Services

Require all families to fill out application for FRL as a part of the registration process.

Provide AP exam fee waivers for all FRL students.

Actively recruit FRL students for participation in free test preparation classes.

Actively recruit FRL students for participation in free test preparation classes.

Actively recruit FRL students for participation in free test preparation classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,526	\$1,399	\$1,420
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$266	\$385	\$430
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$253	\$253	\$253
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$10,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 6

Ensure parent participation in school Board and Committees.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Improve communication about decision making process among all stakeholders.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Recruit committee membership through school communications annually and as needed.

Maintain regular committee meeting schedules.

2018-19 Actions/Services

Recruit committee membership through school communications annually and as needed.

Maintain regular committee meeting schedules.

2019-20 Actions/Services

Recruit committee membership through school communications annually and as needed.

Maintain regular committee meeting schedules.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,025	\$1,210	\$1,228
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$251	\$333	\$371
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 7

Maintain student average daily attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Maximize student engagement in school and ADA funding.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
P-2 Average Daily Attendance	In 2016-17, the school ADA for P-2 was 96.7%.	Maintain a P-2 ADA of at least 95%	Maintain a P-2 ADA of at least 95%	Maintain a P-2 ADA of at least 95%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

All

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Increase monitoring and communication with parents of chronically absent students to decrease truancy.

Administrative support for the monitoring and follow up of absent/truant students.

2018-19 Actions/Services

Increase monitoring and communication with parents of chronically absent students to decrease truancy.

Administrative support for the monitoring and follow up of absent/truant students.

2019-20 Actions/Services

Increase monitoring and communication with parents of chronically absent students to decrease truancy.

Administrative support for the monitoring and follow up of absent/truant students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,694	\$18,057	\$18,533
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$4,158	\$4,975	\$5,606
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$14,535	\$14,833	\$15,052
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$2,533	\$3,816	\$4,151
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 8

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Maintain a fully credentialed teaching staff

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Teachers will receive professional development through the BTSA program.

Teachers will attend AP conferences as appropriate.

School budgets for 8 paid days of professional development for teachers.

2018-19 Actions/Services

Teachers will receive professional development through the BTSA program.

Teachers will attend AP conferences as appropriate.

School budgets for 8 paid days of professional development for teachers.

2019-20 Actions/Services

Teachers will receive professional development through the BTSA program.

Teachers will attend AP conferences as appropriate.

School budgets for 8 paid days of professional development for teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,540	\$17,000	\$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$85,674	\$87,512	\$89,262
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$14,876	\$22,516	\$24,618
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 9

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Ensure ongoing maintenance and repair of school facility.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Monthly campus work days.

Monthly and annual review of various facility requirements (e.g. fire extinguishers, earthquake items bolted down).

Perform fire, earthquake, and lockdown drills twice a year.

2018-19 Actions/Services

Monthly campus work days.

Monthly and annual review of various facility requirements (e.g. fire extinguishers, earthquake items bolted down).

Perform fire, earthquake, and lockdown drills twice a year.

2019-20 Actions/Services

Monthly campus work days.

Monthly and annual review of various facility requirements (e.g. fire extinguishers, earthquake items bolted down).

Perform fire, earthquake, and lockdown drills twice a year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,670	\$1,679	\$1,704
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$410	\$463	\$516
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$4,177	\$4,198	\$4,261
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,024	\$1,156	\$1,289
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$1,186	\$1,192	\$1,210
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$291	\$328	\$366
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 10

Offer sufficient AP sections to provide access to all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide all students access to AP classes

2018-19 Actions/Services

Continue to provide all students access to AP classes

2019-20 Actions/Services

Continue to provide all students access to AP classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$407,007	\$418,108	\$426,470
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$70,941	\$107,575	\$117,616
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$91,739

Percentage to Increase or Improve Services

2.02%

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$47,457

Percentage to Increase or Improve Services

1.13%

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

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	926,724.00	975,709.00	926,724.00	876,933.00	970,200.00	2,773,857.00
LCFF	926,724.00	975,709.00	926,724.00	876,933.00	970,200.00	2,773,857.00
Title I		0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	926,724.00	975,709	926,724.00	876,933.00	970,200.00	2,773,857.00
1000-1999: Certificated Personnel Salaries	755,448.00	658,571	755,448.00	698,264.00	786,059.00	2,239,771.00
2000-2999: Classified Personnel Salaries	29,161.00	28,509	29,161.00	30,145.00	30,420.00	89,726.00
3000-3999: Employee Benefits	48,472.00	164,242	48,472.00	54,881.00	60,078.00	163,431.00
4000-4999: Books And Supplies	34,453.00	79,811	34,453.00	34,453.00	34,453.00	103,359.00
5000-5999: Services And Other Operating Expenditures	35,440.00	16,123	35,440.00	35,440.00	35,440.00	106,320.00
5800: Professional/Consulting Services And Operating Expenditures	23,750.00	28,453	23,750.00	23,750.00	23,750.00	71,250.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	926,724.00	658,571	926,724.00	876,933.00	970,200.00	2,773,857.00
1000-1999: Certificated Personnel Salaries	LCFF	755,448.00	28,509	755,448.00	698,264.00	786,059.00	2,239,771.00
2000-2999: Classified Personnel Salaries	LCFF	29,161.00	164,242	29,161.00	30,145.00	30,420.00	89,726.00
3000-3999: Employee Benefits	LCFF	48,472.00	79,811	48,472.00	54,881.00	60,078.00	163,431.00
4000-4999: Books And Supplies	LCFF	34,453.00	16,123	34,453.00	34,453.00	34,453.00	103,359.00
4000-4999: Books And Supplies	Title I	35,440.00	0	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	23,750.00	16,123	35,440.00	35,440.00	35,440.00	106,320.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF		28,453	23,750.00	23,750.00	23,750.00	71,250.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	8,970.00	6,134.00	8,970.00	10,467.00	10,620.00	30,057.00
Goal 2	25,864.00	18,784.00	25,864.00	29,674.00	30,085.00	85,623.00
Goal 3	74,389.00	82,646.00	74,389.00	76,617.00	77,767.00	228,773.00
Goal 4	146,064.00	167,666.00	146,064.00	149,204.00	150,824.00	446,092.00
Goal 5	16,045.00	25,993.00	16,045.00	16,345.00	16,378.00	48,768.00
Goal 6	1,276.00	1,482.00	1,276.00	1,310.00	1,326.00	3,912.00
Goal 7	37,920.00	39,383	37,920.00	39,292.00	39,824.00	117,036.00
Goal 8	128,090.00	116,768	128,090.00	50,868.00	132,471.00	311,429.00
Goal 9	8,758.00	8,661	8,758.00	8,995.00	9,102.00	26,855.00
Goal 10	479,348.00	508,192	479,348.00	494,161.00	501,803.00	1,475,312.00

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

Pacific Collegiate School Diversity Status Report and Action Plan (2016-2020)

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Pacific Collegiate School Diversity Status Report and Action Plan (2016-2020)

I. Introduction/Vision Statement

Pacific Collegiate School (PCS) values a student population that reflects the diversity of Santa Cruz County in many respects including demographic, socioeconomic, ethnic, cultural, religious, gender identities, sexual orientation and disabled communities. In broad terms, a diverse PCS school community serves two important purposes: (1) it demonstrates equal access for all community constituencies to a high-quality, standards-based, college preparatory and fine arts education that seeks to prepare its graduates to enter and thrive at the world's finest colleges and universities, and (2) it stimulates the school's academic/pedagogic perspective to encourage PCS students to engage and understand all community constituencies as they learn to assume leadership roles in their chosen fields.

PCS initially adopted a five-year Diversity Plan in 2006 as a "living document" that would provide a conceptual background for issues relating to school diversity, demonstrate an intention to take a variety of steps to diversify the school, and provide 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 new ideas for fostering diversity at the school.

II. Summary of 2006-2015 Progress

- **Retention of Outreach Coordinator.** In January of 2007, PCS created and funded a paid staff position for an Outreach Coordinator, whose responsibilities include maintaining and enhancing the school's current diversity and reaching communities which are currently regarded as underrepresented.
- **Development of Community Outreach Program.** The Community Outreach Program 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.** The PCS admission lottery sets aside a number of seats for applicants to 7th grade who would be the first in their family to attend college, which has increased the admission of Hispanic students in some years, and by design has consistently enhanced the socioeconomic and cultural diversity of the pupil population.
- **Programs for Student Support.** As part of the 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.
- **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 program for incoming 7th grade and 10th grade students called Base Camp, a social support program called Where Everyone Belongs, and the Study Skills and Technology course for all 7th graders.

- **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.

III. Summary of 2016-2020 Diversity Action Plan

- **Improve Outreach Efforts.** The Outreach Coordinator will develop a new and comprehensive outreach plan, continue the successful after-school tutoring partnership with Barrios Unidos, explore the possibility of expanding the opportunities for such tutoring partnerships, and work in collaboration with the PCS Communications & Marketing Task Force/Committee to shift public perception of diversity at PCS.
- **Build an Inclusive and Supportive School Culture.** The Diversity Committee will create a data collection subcommittee focused on assessing the needs of FTC students and families with the goal of ensuring and improving FTC student retention, consider establishing a parent advisory committee, invite one or two students annually to serve on the committee, work to ensure all PCS materials are accessible in both English and Spanish and available in electronic and print format and are clear regarding financial contributions, consider additional programs for student support, and promote diversity through student leadership opportunities.
- **Recruit Diverse School Leadership.** The Diversity Committee will recruit a diverse board, faculty/staff, and committee members for the development and maintenance of a PCS student population reflective of our community's demographics.
- **Expand Data Collection and Assessment.** PCS will continue 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.

IV. Review of 2006-2011 Diversity Plan and Progress

The original 2006-2011 Diversity Plan included six elements. Those elements, and the progress made on those ideas since that time, are as follows:

1. Retention of Outreach Coordinator. In January of 2007, PCS created and funded a paid staff position for an Outreach Coordinator. The original PCS Outreach Coordinator served in that capacity until the end of the 2015-2016 school year. The Diversity Committee expended significant efforts on recruitment for this position in the fall of 2016, which resulted in the hiring of a new Outreach Coordinator in December 2016.

2. Creation of Diversity Oversight Committee. In 2006, a Diversity Oversight Committee was created and empaneled as an advisory committee reporting to the PCS Board of Directors. The Diversity Oversight Committee replaced the Diversity Task Force, which had been formed in 2005, which was preceded by the Diversity Education and Outreach Committee,

established in 2004. The Diversity Oversight Committee continues to meet monthly and includes the Outreach Coordinator and school principal.

3. Development of PCS Community Outreach Program. The PCS Community Outreach program started immediately and has included dissemination of information about PCS and upcoming events through the school website and local newspapers and other means. The Outreach Coordinator has supervised the dissemination of information to area schools, community centers, libraries, after-school programs, health clinics, religious institutions, local businesses, and other places where student families of diverse backgrounds might be reached.¹ 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.² 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.³

¹ The Facilities Use Agreement between PCS and the Santa Cruz City Schools District (SCCSD), which was in effect until PCS moved into its new building in 2015, specifically prohibited direct recruitment or “targeting” of SCCSD students, which meant that PCS had to come up with alternative ways of reaching out to the diverse student population of the SCCSD. The Facilities Use Agreement was replaced by a new agreement, called a Memorandum of Understanding, which continues this policy in effect.

² The agencies and organizations included the following: Migrant Head Start, the Imagine Program in Beach Flats; Ceiba Charter College Prep Academy; La Familia Community Center; Boys and Girls Club; Rebele Family Shelter; UCSC Educational Partnership Center; COSMOS; Gear Up; Girls in Engineering; and the San Jose State University Nursing School program, which mentored children in the Live Oak and Beach Flats neighborhoods.

³ California charter school law requires PCS to describe the “means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code, §§ 47605, subd. (b)(5)(G), 47605.6, subd. (b)(5)(H).) However, like all

In the spring of 2009, the PCS Board of Directors approved a proposal for a pilot lottery program to address student diversity. The PCS Pilot FTC Lottery Study began with the admission lottery for the 2011-2012 school year. The program set aside either 10% of available slots or five seats, whichever number was greater, for applicants to 7th grade who would be the first in their family to attend college. (For purposes of this program, a ‘first-generation college-bound’ applicant is defined as one whose parents’ or chief guardians’ highest level of education is less than an Associate’s Degree.) Also, students applying through the FTC lottery who were not admitted were then added to the general lottery, effectively giving them two chances at admission. For the 2011-2012 year, the FTC Lottery received strong interest but the outcome of the lottery did not directly result in an increase of Hispanic student admissions. However, the following year, the FTC Lottery did increase the admission of Hispanic students. (See section VII.C.)

5. Programs for Student Support. Since approximately 2004, PCS staff has 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.⁴ 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.

California public education institutions, PCS is prohibited by law from instituting admissions policies that promote enrollment of children of a particular racial or ethnic group. (Cal. Const., art. 1, § 31.)

⁴ The Student Support Team is comprised of the Academic Support Specialist, the Director of Special Education, the College Counselor, and the Assistant Principal/Dean of Students.

6. School Culture and Mentoring. A late summer program called Academic Base Camp was instituted in the summer of 2005 and continues to be offered to introduce students to the PCS environment and prepare students for the rigorous curriculum in 7th grade. Typically starting about three weeks before the first day of classes, Base Camp targets approximately 50 incoming 7th grade students who, based on assessments in Math and English administered during the previous spring, have been identified as potentially needing support in one or both of these critical academic areas. Students meet in two English classes and two Math classes, reviewing skills and strategies with four members of the PCS faculty. Most Base Camp participants describe the experience as important to having a successful launch at PCS. Despite the loss of state funding for the program, PCS continues to budget for the Base Camp experience. As discussed below, Base Camp was expanded in 2015 to support high school students enrolled in AP classes.

Beginning in the 2012-2013 school year, PCS offered incoming 7th grade students an elective course called Study Skills & Technology (SST). The course focused on the introduction and practice of the types of academic tasks students can, and should, expect to encounter during their time at PCS. Finding that it was an important part of a successful adjustment to the PCS program, the SST course became mandatory for incoming 7th graders in the next school year.

PCS participates in the nationwide WEB (“Where Everyone Belongs”) Program, an organization whose purpose is to help students feel more comfortable as well as help them achieve success in their first year of PCS. The WEB 7th grade orientation and transition program is designed to both welcome and support 7th graders by assigning them a high school WEB Leader as a mentor during this first year. This WEB Leader is a responsible older student who was hand selected from a large pool of applicants and has met the qualifications of being a good role model and a positive leader on our campus.

V. Review of 2011-2015 Diversity Plan and Progress

The 2011-2015 Diversity Plan identified five measures PCS would evaluate and pursue.⁵ Those measures, and the progress made on each, are as follows:

1. Continued Improvement of Outreach Efforts. The PCS Community Outreach program has continued to find new ways to reach diverse communities. In 2014, PCS established a tutoring program with Barrios Unidos. Children in grades kindergarten to 12th

⁵ Significant to the 2011-2015 diversity efforts, several challenges were presented in 2013. First, the former PCS principal resigned, and the Board focused much of its efforts on the search for and transition to a new principal. Second, the Santa Cruz City Schools issued a notice that it intended to reoccupy the former Natural Bridges Elementary School site, which PCS had been using for nearly all school facilities, and terminated the lease agreement upon two years’ notice. From 2013 to 2015, the Board focused significant efforts and resources on locating a new facility for the school, securing funding for the purchase of the new facility, and moving into the new facility.

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.⁶ 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.⁷ 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.⁸

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

⁶ Transportation is an issue with respect to diversity efforts because PCS is located on the far west side of Santa Cruz and in the far northern part of Santa Cruz County. Public transportation is not convenient, and PCS does not have funds for busing. However, PCS provides a carpooling resource through its website and advertises the carpooling resource to all families. Many families do use carpooling to transport their students from locations around the county.

⁷ Speakers have included: Martin Vargas-Vega, Associated Students of Cabrillo College Student Senate President; Jacob Martinez, CEO and founder of Digital Nest; and Leslie DeRose, Cabrillo College Outreach Program Coordinator.

⁸ For the March 2015 lottery (FTC and regular), three Barrios Unidos children applied but none received admission; and for the March 2016 lottery, none received admission although it is unclear how many, if any, applied. Going forward, PCS will make efforts to track the applications and lottery success of students from the tutoring program.

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 County Office of Education (COE) Board of Education Trustees' Charter School Committee meeting on October 7, 2014. Pursuant to the October 2014 amendments, the admission reserve for FTC students will increase from 10 percent to 15 percent in increments of one percent per year for five years starting in the 2015-2016 school year. This will result in the following admissions reserves: 11 percent for the 2015-2016 school year, 12 percent for the 2016-2017 school year, 13 percent for the 2017-2018 school year, 14 percent for the 2018-2019 school year, and 15 percent for the 2019-2020 school year, after which it will remain at 15 percent.

4. Evaluation of Possible Summer Academic Camp. During the 2012-2013 school year, PCS evaluated the feasibility of offering a new academic summer camp during the summer months, for students who had completed 5th grade. The proposed camp would focus on developing basic study skills necessary for long term academic success, with an emphasis on skills appropriate to the 6th grade, and it would provide a road map to the PCS academic program and school culture. However, with the facility move, the logistical preparation was put on hold. This program is still being considered.

5. Pursuit of Opportunities for Cultural Enrichment. The 2011-2015 plan recognized that the PCS experience has been enriched by academic and extracurricular programs focused on the appreciation of diverse cultures and peoples, by students from other countries who attend PCS, and by the experiences of PCS students who participate in programs for travel and study abroad. The plan envisioned the evaluation of potential "sister schools" and other opportunities for learning across international borders. During that time period, PCS began hosting more foreign exchange students and offering a formal student exchange with a school in Denmark and a school in Chile. PCS also began offering four world languages, with an increasing focus on culture, as per the changing AP curriculum.

VI. 2016-2020 Diversity Action Plan and Recommendations

Plan Elements and Reporting Timeline: The 2016-2020 Diversity Plan has four elements: (A) continued improvement of outreach efforts; (B) continue to build an inclusive and supportive school culture; (C) board, faculty/staff, and committee diversity recruitment; and (D) improved data collection and assessment. The Outreach Coordinator will prepare a status report addressing the progress in these areas, to be submitted to the Board of Directors each December and May.

A. *Continued Improvement of Outreach Efforts*

General Goal: Find new ways to spread information about PCS to diverse communities and attract families from those communities to apply for the PCS admissions lottery. Improve and expand current outreach efforts in order to attract students throughout Santa Cruz County and dispel misperceptions about PCS.

The following three specific programs will help PCS reach the above goal:

1. Redevelopment of PCS Outreach Plan. The Outreach Coordinator, in collaboration with the PCS Diversity Committee, will develop a new and comprehensive outreach plan including: (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); (c) implementation of creative new strategies for outreach - for example, by inviting outside groups (e.g., Boys and Girls Club) to PCS events such as Fusion Dance performance and theater programs, and/or by hosting (or co-hosting) community forums and educational programs.
2. Continue, Improve, and Expand Community Service/Partnerships. PCS will continue the successful after-school tutoring partnership with Barrios Unidos, with efforts to focus the program on the 3rd through 6th grade age group, which has the most potential to lead to increased lottery applications from the community served by Barrios Unidos. PCS will also explore the possibility of expanding the opportunities for such tutoring partnerships into the Santa Cruz educational community by publicizing its program as a model for other schools.
3. Shift Public Perception. The Outreach Coordinator and Diversity Committee will work in collaboration with the PCS Communications & Marketing Task Working Group (part of the PCS Development Committee) 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 with a new section on the PCS website (tentatively entitled “Who is PCS?”), or revamping the website to include such content throughout; and (c) examining all marketing materials to ensure the promotion of diverse student recruitment (i.e., by addressing the misperception that PCS has tuition or “required” donations and parent volunteer hours).

B. *Build an Inclusive and Supportive School Culture*

General Goal: PCS will provide academic support to all students, which will enhance and sustain the diversity outreach efforts and student retention. PCS will work with faculty, staff, and leadership to foster a school culture that is inclusive and supportive. PCS is committed to the long-term retention of diverse and FTC students and families.

The following seven specific programs will help PCS reach the above goal:

1. First to College Families’ Needs Assessments. In collaboration with school administration, the Diversity Committee will develop a slate of needs assessment surveys and

discussions about how best to support diverse and FTC students and families in the school community with the goal of ensuring and improving FTC student retention. These materials will be in English, Spanish, and any other needed languages.

In the spring of 2015, an initial FTC parent's survey was 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 2015-2019 PCS Strategic Plan. A follow-up survey is planned for spring 2017.

2. Development of In-House Parent Advisory Committee and English Language Learner (ELL) Teacher Position. With input from a Diversity Committee subcommittee, PCS will consider establishing a parent advisory committee following the model of English Learning Advisory Committees (ELAC's) and site councils. While currently not mandated to establish an ELAC, this advisory committee would seek to serve similar purposes for all families from traditionally underserved groups, including ELL, FTC, and low socioeconomic status. The committee – tentatively entitled a Family Learning Advisory Committee (FLAC) or Family Academic Advisory Committee (FAAC) – would include parents from various backgrounds and would be aimed at determining the needs of students and parents from the various backgrounds and improving student retention. The FLAC/FAAC committee would provide advice and input regarding services and expenditures for target populations in the district Local Control Accountability Plan (LCAP), as well as providing input on services related to the needs of these students. In addition, the school will consider establishing an ELL teacher position to serve the needs of students for whom English is a second language.

3. Foster Student Involvement in Diversity Efforts. The Diversity Committee will invite one or two students annually to serve on the committee (with selection criteria to be developed) and support related activities including outreach, school activities, and website development. PCS will encourage a faculty member to lead an occasional diversity-related seminar, giving students the opportunity to brainstorm and discuss diversity issues.

4. Support Consistent, Clear, and Inclusive Parent Communications. The Diversity Committee and Outreach Coordinator will work with the Parent Volunteer Association, Development Committee, Arts Department, and Athletic Director/Activities Coordinator to ensure all materials are accessible in both English and Spanish and available in electronic and print format. Moreover, messaging in all materials will clarify that while financial donations and volunteer service to PCS is encouraged at whatever level possible, they are not mandatory. For example, materials will be reviewed to ensure that they specify all PCS students can participate in an extracurricular activity without paying a "fee." The Diversity Committee will draft a set of guidelines for parent volunteers, coaches, and teachers for fundraising requests.

5. Improvement and Refinement of Academic Support Programs. With the goal of ensuring and improving student retention, PCS will continue to offer Tutorial, Seminar, Base Camp, AP Base Camp, and test preparation programs, and will seek to update and improve them over time. PCS will also strive to incorporate opportunities for one-on-one student/faculty member check-ins (as were available in the Advisory program). PCS will consider these

additional programs: providing FAFSA help in Spanish, giving preference to FTC students in AP Base Camp, reconsidering a Summer Academic Camp for students who have completed 5th grade (with the target of bringing in more FTC students and improving diversity)

6. Promote Diversity Through Student Leadership Opportunities. With the goal of ensuring and improving student retention and success, PCS will explore more opportunities for study abroad type programs that are open to diverse populations; encourage native language speakers to become peer tutors; and encourage and recruit students from diverse backgrounds, including FTC students, to become WEB leaders, club leaders, and student government representatives.

7. Study Benefits and Impacts of a Possible Sixth Grade. PCS will 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 could serve as a recommendation for the next charter renewal.⁹

C. Board, Faculty/Staff, and Committee Member Diversity Recruitment

General Goal: To succeed in developing and maintaining a PCS student population that is reflective of our community's demographics and truly diverse, PCS also seeks school administration, faculty, staff, and committees that are similarly reflective and diverse. A diverse body of adults in leadership and educational roles provides insight and example to the student community. A first step in achieving this overall goal will be to conduct a voluntary and anonymous diversity survey for faculty, staff and board to assess the makeup of school leadership and administration.

The following three specific programs will help PCS reach the above goal:

1. Board. Nonprofits traditionally have a more difficult time achieving inclusivity on their boards than in their staffs. In a concerted effort to overcome this phenomenon, the PCS Board will do 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; and (d) consider engaging a search firm to enhance diversity. Additionally, the PCS Board will provide its members annual diversity and bias training.

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. The Diversity

⁹ 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. Although some (mainly smaller) local elementary schools do go through 6th grade, adding a 6th grade to PCS could help with diversity efforts in that it might reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

Committee will support these efforts by helping with the review of materials, suggesting language to be included in all recruitment materials, and possibly by having a committee member participate in the hiring process.

3. Diversity Committee. Committed Diversity Committee members are critical to the execution of the PCS vision and this Action Plan. To develop and sustain an active and efficient Diversity Committee, PCS will institute guidelines for service on the committee. The guidelines will address recruitment, selection, and terms of service.

D. Expand Data Collection and Assessment

General Goal: Devise methods and standards of gathering data and needs assessments of student body that are inclusive of diversity and first-to-college status to help inform future outreach efforts and sustain and support current students/families. In collecting this information, great respect will be paid to privacy of all students and their families.

The following two specific programs will help PCS reach the above goal:

1. Data Collection/Assessment Subcommittee. The Diversity Committee will create a subcommittee focused on data collection and assessment. The subcommittee will (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 other schools and programs and course offerings, such as the Santa Cruz High School Math Academy and AP courses.

2. Evaluate Feasibility and Potential Effectiveness of Further Lottery Refinements. Based on data collection and assessment, PCS will consider whether diversity improvement can be achieved by additional lottery measures, such as a 9th grade entry FTC lottery reserve¹⁰ or a lottery reserve for applicants eligible for free and reduced lunch.

¹⁰ The 9th grade lottery typically has a significant number of slots for new students due to post-8th grade attrition. After the 2015-2016 school year, there were 15 lottery openings for the 9th grade. After the 2014-2015 school year, there were 11 lottery openings for the ninth grade. There is no data available for the 2013-2014 school year. After the 2012-2013 school year, there were five lottery openings for the 9th grade. After the 2011-2012 school year, there were 10 lottery openings for the 9th grade.

Anecdotally, the reasons for pre-9th grade transfer include: (1) students wanting a comprehensive high school experience, (2) students not wanting an AP high school experience, (3) students wanting to be with friends, and (4) students wanting to play certain high school sports.

VII. Data and Appendixes

A. *Measurements of Diversity*

Evidence suggests that the demographics of PCS applicants are similar to the pupil population of peers attending Santa Cruz City School District high schools that pursue a college preparatory curriculum, as demonstrated by enrollment in AP classes. PCS will continue 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.¹¹

B. *Diversity Index Data/Tables*

The tables below show multi-year trends in PCS student racial demographics as well as student socioeconomic status. PCS is encouraged by continued growth in the diversity of the student population as measured by these two indicators. PCS will continue to focus on outreach and recruitment of students in all Santa Cruz communities, as well as strengthening support structures to facilitate their success once enrolled.

1. Percentage of PCS Students Reported as Hispanic/Latino

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School (SCHS) District
2010-11	5.0	10.2	6.7	12.6	12.3	5.5	9.0	32.6%
2011-12	17.0	13.6	11.4	4.7	10.7	10.4	11.4	34.5%
2012-13	21.6	16.1	11.4	13.1	5.9	11.0	13.2	35.9 %

¹¹ In the fall of 2015, the COE informed PCS that it expects the PCS population to reflect the ethnic/racial diversity of the three high schools in the SCCSD. That expectation led to the increased FTC lottery reserves discussed in section V.3.

2013-14	13.5	20.5	17.0	11.8	14.7	6.1	14.0	37.1 %
2014-15	15.41	13.5	16.1	16.3	12.3	15.5	14.9	37.6 %
2015-16	16.3	14.3	13.3	16.0	16.0	12.7	14.8	TBD
2016-17	7.6	18.3	18.7	14.1	18.3	14.7	15.3	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	TBD
2016-17	78.3	76.3	65.9	70.1	64.6	67.6	70.8	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

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

4. First to College (FTC) Students

Academic performance data of the FTC students is compiled in the table below. The numbers are fairly small, making it difficult to identify trends. However, the high success rate on Advanced Placement exams in our first graduating class is notable.

PCS First To College Academic Data (through 2015-2016)									
	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	2.758					83% (n=6)	50% (n=6)	88% (n=16)
2018	2.45	2.74							67% (n=3)
2019	3.057	3.331			60% (n=10)	50% (n=10)			
2020	2.494		75% (n=8)	50% (n=8)	75% (n=8)	38% (n=8)			
2021	2.401		29% (n=7)	29% (n=7)					

5. PCS Student Diversity Results

Key student diversity categories are combined for comparison.

School Year	Total Enrollment*	FTC Students**	Hispanic Students
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2016-2017	522	54	10.3%	80	15.3%
2015-2016	518	55	10.6%	74	14.3%
2014-2015	508	63	12.4%	82	16.1%
2013-2014	504	61	12.1%	70	13.9%

FTC (First to College) and Hispanic student data are self-reported; Hispanic students reported as Hispanic/Latino.

* Starting enrollment as of the first Wednesday of each October.

** FTC students admitted through sibling preference, FTC lottery, general lottery, and after 7th grade combined.

6. 2014-2015 Ethnic Diversity Index - Santa Cruz County Schools

School	Ethnic Diversity Index	Enrollment
San Lorenzo Valley High	22	757
San Lorenzo Valley Middle	25	490
Scotts Valley High	28	784
Scotts Valley Middle	32	625
Pacific Collegiate School	34	508
Aptos High	37	1,417
Mission Hill Middle	38	641
Santa Cruz High	39	1,031
Branciforte Middle	41	488
Soquel High	41	1,075
Harbor High	42	1,032
All Santa Cruz County public schools	39	40,584

2014-2015 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 predominately from a single racial group.

C. First to College (FTC) Lottery Data

For the March 2011 admissions process, PCS received 24 applications for the Pilot FTC Lottery. With 56 seats available in 7th grade in 2011, the Principal directed school staff to set aside six seats for Pilot FTC Lottery applicants, leaving 18 on the Pilot FTC Lottery wait-list. Four of the 24 Pilot Lottery applicants were of Hispanic origin. One of the wait-listed Pilot FTC Lottery applicants was admitted to the 7th Grade via the larger general lottery and two more of the Pilot FTC Lottery applicants were subsequently admitted to 7th grade from the regular wait-list in the months following the lottery. The outcome was that nine of the 24 students who sought admission to PCS via the Pilot FTC Lottery program earned seats in 7th grade for the 2011-2012 school year; one more entered post-lottery for a total of 10 FTC students. Despite that outcome, the result of the lottery was that none of the Hispanic applicants were offered admission through the combined lottery process.

Regarding FTC student retention for this initial FTC lottery cohort, six of the initial 10 students have continued on to become current seniors (in the current 2016-2017 school year), a 60 percent retention which is identical to the retention for this senior class as a whole starting from 7th grade. However, it should be recognized that one or a few students in such a small group has a large effect on the percentage calculations and that year-to-year trends are more significant than any one year percentage. It should also be recognized that students leave schools for a variety of reasons, some beyond their control or academic performance.

The outcome of the March 2012 FTC Lottery was quite different. PCS received 21 applications for the second FTC Lottery, 10 of which came from applicants of Hispanic origin. With 50 seats available in 7th grade in 2012, the Principal directed school staff to set aside five seats for FTC Lottery applicants, leaving 16 on the FTC Lottery waitlist. Of the five FTC Lottery applicants admitted, three were Hispanic. Five of the students who were waitlisted for the FTC Lottery were subsequently admitted through the general lottery. Thus, 10 of the 21 applicants to PCS via the FTC Lottery program (eight of whom self-identified as Hispanic) earned seats in the 2012-2013 incoming 7th grade class. That represents a statistically distinct result, as compared to the incoming 7th grade class generally, and suggests that the FTC Lottery project (which will affect the cultural and socio-economic diversity of the school by admitting on a preferential basis a cohort of students that would be the first in their family to attend college) also is having an impact on racial and ethnic diversity at PCS. Retention data for this cohort, and future cohorts, will be included in future reports.

D. Western Association of Schools and Colleges (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	Administration	Creation of a	2015 to	Annual report to

metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Outreach Coordinator Diversity Committee Faculty	template for data collection	2016 ongoing	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

E. 2015-2018 Strategic Plan Diversity Goals

As part of its 2015-2018 Strategic Plan for PCS, the PCS Board adopted the following diversity-related goals:

2. *Foster a positive school culture to enhance student engagement.*
- 2-B. *Continue to increase diversity at every level within the school community.*



October 30, 2018

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

I. Students With Special Needs

A. Program Description

In addressing program effectiveness and educational benefit for students with special needs receiving special education services at Pacific Collegiate School (PCS), educators ascribe to fundamental measurement practices of student outcome, as outlined by the California Department of Education.

As students progress through the referral to assessment processes, as outlined within the PCS charter document, and are determined to meet Special Education eligibility criteria due to identified unique needs, measurable goals are developed through the Individual Education Plan (IEP) process. These goals are designed specifically to address the unique learning needs of the student as expressed through the assessment results and are paired with the appropriate supportive services. Services are then planned to support progress in all goals developed and in the general curriculum. In addition, such services are designed so that students are able to participate in extracurricular/non-academic activities and be educated with peers both with and without disabilities. With each review period (i.e., grading periods, Annual and Triennial IEP reviews), the special needs student's progress is assessed relative to overall academic progress and needed accommodations, and program adjustments are made accordingly.

In determining educational benefit, PCS also operates under the 1982 *Rowley* decision. Through special education instruction, PCS guarantees no specific outcome for an individual student, but the instruction must approximate grade level standards and provide educational benefit for that student under the provision of 'Free Appropriate Public Education' (FAPE).

In reasonably calculating the educational benefit for the identified student once the defined special education service(s) are implemented, reasonable calculations are made through a range of practices/measures. Consideration is given to the student:

- Achieving passing grades (C- or above),
- Advancing from grade to grade,
- Meeting goals defined within the IEP,
- Improving scores on district and statewide assessments,
- Graduating with a diploma.

Confounding factors also taken into consideration include the student's individual needs, ability level, and overall potential. For each student, however, the IEP Team must consider educational benefit on a case-by-case basis. Through practice and procedures, adjustments are made accordingly for each student. In various instances, alternative steps taken by the IEP Team in assisting the student to achieve educational benefit have included:

- Re-addressing student goals,
- Providing teachers with updated Student Profile Sheets, which defines the student's case manager, Sp. Ed. Provider(s), service(s), disability, manifestation of the disability, recommended accommodations, district/state testing accommodations, projected IEP meeting date,
- Providing on-going collaboration between the special educator and general educator in monitoring student progress and implementing defined accommodations,
- Having student attend subject level support sessions after school,
- Having student meet with the core teacher(s) during Tutorial Periods and office hours for individual support and tutoring,
- Implementing various accommodations within the general class environment, such as, but not limited to, preferential setting, using computerized technology and supplemental materials, YouTube as well as CDs and DVDs to supplement core text, extended time on tests and projects, test retakes, oral testing flexible testing environments, etc.,
- Having student complete study packets for core subjects,
- Having student use differentiated learning texts, workbooks, and tests,
- Having student retake a failed class,
- Allowing the opportunity for student to retake a failed class through another institution or on-line program, per parent choice,
- Assigning the student a Focus Project in completing the third year of the 3-year requirement (in the same language) for Foreign Language,
- Giving students the option of taking American Sign Language in meeting the 3-year Foreign Language requirement,
- Providing instruction in and allowing student to utilize computer technology and software programs,
- Placing the student on an Academic Contract for extended learning during summer months,
- Considering a non-AP course designation for the student but continuing the exposure to the same course content with an adjusted grading criteria,
- Counseling with students and parents in reviewing the course of study and following transition practices, if such direction is taken,
- Increasing Special Education service time for the student,
- Reassessing needs of the student, and if qualifying, considering additional Special Education services.

B. Current Status

At the beginning of the year, there was significant movement of students, who were deemed eligible for services through various Special Education Programs: Resource Specialist, Workability (Secondary Transition), Educationally Related Mental Health (Psychological Therapy), Speech and Language, and Deaf/Hard of Hearing. Of the 20 returning PCS students, one transferred out to a neighboring school district within the first 3 weeks. Five students transferred in to PCS this fall from other districts with active IEPs. Thus, our pupil count stands at 24, as of this date. In making reasonable calculations toward educational benefit for the identified students, collective statements can be made relative to the group of special needs students receiving services:

- As a means of protecting student privacy since the total special education student population is small, data is shared with the IEP team for each individual student, not by group data calculated by grade or age.

- As a means of protecting student privacy since the total special education student population is small, PCS does not receive mean scale scores nor the percentage scoring 'Standard Met' and above on CAASPP Test results from CDE. However, through the IEP process, such student data is monitored and reported in the student's Annual and Triennial IEPs with the student's individual needs, ability level, and overall potential taken into consideration.
- Currently, all seniors are on track to earn a diploma.
- To date, all, but one student, who have received Special Education services through PCS, have graduated with a diploma. All students, however, have entered a post-secondary institution of learning. Through Workability Services, PCS tracks such data for all graduates for the first year after graduation from high school.

II. Section 504 Students

A. Program Description

When a student demonstrates an objectively identified physical or mental impairment, which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment, PCS adheres to the provisions within Section 504 of the Rehabilitation Act of 1973 in addressing learning needs. The Section 504 Team assesses the educational impact and actions needed such that the student has meaningful access to learning within the general curriculum. This group of persons, each of whom is knowledgeable about the student and has an understanding of the evaluation data and placement options, meets and creates an accommodation plan. Typical education accommodations are addressed with responsibilities outlined for the student, parent and educational staff, alike. All Section 504 Team participants and current-year teachers receive a copy of the student's Section 504 Plan.

As with other special needs populations, reasonable calculation of the educational benefit is determined/ reviewed annually once accommodations have been implemented, and there is an assurance of the delivery of a Free Appropriate Public Education. Measures applied in assessing educational benefit for the student include:

- Achieved passing grades (C- or above),
- Advanced from grade to grade,
- Benefitted from accommodations defined within the 504 Plan,
- Improved scores on district and statewide assessments,
- Graduated with a diploma.

The individualized Section 504 Plan is reviewed annually by the 504 Team and is continued until it is determined that the student can progress without the needed accommodations or the student transfers to another institution or graduates.

B. Current Status

PCS is currently serving a total of 34 students with Section 504 Plans. Of these 34 students, 22 are returning students, 8 entered PCS with active Section 504 Plans, and 4 PCS students were assessed and found eligible for Section 504 Plan accommodations. One student returned to PCS and her previous plan was renewed. In making reasonable calculations

toward educational benefit for the identified students, collective statements can be made relative to the group of 22 students returning to PCS with 504 Plans this fall:

- As a means of protecting student privacy, and since the total student population with Section 504 plans is small, data is shared with the 504 Team for each individual student, not by group data calculated for grade or age.
- As a means of protecting student privacy since the total Section 504 student population is relatively small, PCS does not receive mean scale scores nor the percentage scoring ‘Standard Met’ and above on CAASPP Test results from CDE. However, through the 504 Team process, individual student data is monitored regularly and reviewed annually, taking into consideration the student’s individual needs, ability level, and overall potential.
- Currently, all students with a Section 504 Plan are on track to earn a PCS diploma.

III. English Language Learners

A. Program Description

In accordance with Title VI of the Civil Rights Act of 1964, students who are English Language Learners are given appropriate support, effective resources, and academic-based evaluation to ensure success. Potential English Language 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 until they are reclassified as fluent English proficient. These students are monitored at every six-week grading period, and EL students receive services until they are reclassified according to the PCS reclassification policy, including a formal state assessment, grade-level writing sample, and semester grade of a C or better in English, History, and Science. Proficiency levels are based on California English Language Development Standards: Emerging, Expanding, and Bridging.

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 the general EL-designated student, the ELD instruction provided is individualized/small group and based upon formal and informal assessment findings. When appropriate, students are provided with texts and materials in their primary language. Students who qualify for Special Education, and who are also designated as EL, receive specialized academic instruction through the Special Education Department while participating in the general education curriculum course for core academic studies, in the general education environment and in designated settings. These dual-diagnosed students have linguistic goals defined within their IEPs, in addition to the goals that address other identified special needs. Instructional programs for EL students include Vocabulary Workshop series, abridged novels, differentiated core curriculum, and Writers’ Workshop.

Instructional focus for EL-designated students is based on English Language Development Standards: Interacting in Meaningful Ways, How English Works, and Using Foundational Literary Skills. Once the student achieves a “bridging” proficiency level, a variety of differentiated texts, tests, and workbooks are made available to the student to support progress in core classes, as needed. When appropriate, further accommodations will be

considered. Each year, the student's skills in language acquisition are reassessed using the ELPAC Summative Assessment and informal assessments, and are re-designated if the student reaches a "bridging" proficiency.

B. Current Status

Although PCS currently has zero students who are classified as English Language Learners, we are monitoring and providing direct and integrated support to five students who have been Reclassified Fluent English Proficient (RFEP). Three reclassified students receive 45 minutes per week of direct instruction in English Language Development.

PCS staff associated with the compilation of data and writing of this document:

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TO: Santa Cruz County Board of Education

FROM: Bruce Van Allen, Chair: Superintendent's Compensation Subcommittee

SUBJECT: Consideration for Approval to Adjust the County Superintendent Salary Schedule for 2019

According to Education Code 1209, it is the responsibility of the County Board of Education to authorize a fair and reasonable salary for the County Superintendent. On September 20, 2018, Board members Bruce Van Allen, Jane Barr and Dana Sales were appointed to the Superintendent's Compensation Subcommittee to review available data related to the Superintendent's salary and make a recommendation to the Board to coincide with the 2019 calendar year. The Compensation Subcommittee followed the salary setting guidelines as set forth by Administrative Regulation 4360.

Background

Superintendent Michael Watkins will be retiring and Superintendent-Elect Dr. Faris Sabbah will take office for his first term on January 7, 2019. The Santa Cruz County Board of Education must determine the salary schedule and placement of the County Superintendent per Education Code 1209.

Process

In order to provide the Compensation Subcommittee with the data needed to meet the guidelines, the Santa Cruz County Office of Education's Senior Director of Human Resources conducted a study and prepared a report of superintendent salary comparisons for the Compensation Subcommittee. The Compensation Subcommittee convened with the Senior Director of Human Resources on October 18, 2018 to review the findings. The Compensation Subcommittee analyzed the information and developed its recommendation to the County Board of Education by creating a five step salary schedule using a formula based on the average of current salaries of the superintendents at the San Mateo County Office of Education, the Monterey County Office of Education, the Santa Cruz City Schools District, and the Pajaro Valley Unified School District.

Recommendation

The recommendation of the Superintendent's Compensation Subcommittee is to revise the County Superintendent's salary schedule as shown below.

	I	II	III	IV	V
	Annual	Annual	Annual	Annual	Annual
Superintendent of Schools	\$215,000	\$225,750	\$237,038	\$249,482	\$261,956

Salary step increases are based on a 5% increase in accordance with the management salary schedules of the Santa Cruz County Office of Education.

It is recommended that Superintendent Sabbah be placed on Step I of the salary schedule for the calendar year 2019 and advanced on the salary schedule annually thereafter..

The County Superintendent will receive current and subsequent benefits which are granted to management employees of SCCOE. These currently include health and welfare benefits, longevity, masters and doctorate stipends, car and cell phone allowances.

RECOMMENDED ACTION:

That the Santa Cruz County Board of Education, in accordance with Education Code 1209, approve the recommendation of the Superintendent's Compensation Subcommittee.

Bruce Van Allen, Chair
November 15, 2018