Santa Cruz County Board of Education
Regular Board Meeting
Thursday October 17, 2019
4:00 p.m.
Board Room

REVISED AGENDA

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

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

2. **PLEDGE OF ALLEGIANCE**

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

3. **APPROVAL OF AGENDA**

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

4. **PUBLIC COMMENT**

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

5. **CONSENT AGENDA**

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

5.0.1   Minutes of the Regular Board Meeting of September 19, 2019
5.0.2   Routine Budget Revisions
5.0.3   Donations

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. **CORRESPONDENCE**

Correspondence regarding the Pacific Collegiate Charter School expansion proposal is enclosed herein. The Board also received confidential correspondence.

7. **REPORTS, DISCUSSIONS, AND PRESENTATIONS**

7.1 **PCS Annual Report and Diversity Plan**

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

Presenter: Maria Reitano, Head of School, Pacific Collegiate Charter School

7.2 **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 facilitates and organizes a variety of countywide programs and activities such as annual elementary and middle school visits to colleges, ongoing teacher professional development for mathematics and counseling, and cross-institutional mathematics articulation efforts.

Presenter: Cristine Chopra, Executive Director, S4C

7.3 **Court and Community Schools Local Indicators Dashboard Report**

The Board is requested to review information on how the Santa Cruz County Court and Community Schools are meeting the requirements for the Dashboard Local Indicators.

Presenter: Jennifer Izant Gonzales, Project Director, Alternative Education

7.4 **Career Advancement Charter School (CAC) Local Indicators Dashboard Report**

The Board is requested to review information on how the Career Advancement Charter School (CAC) is meeting the requirements for the Dashboard Local Indicators.

Presenter: Jenny Russell, Principal Teacher, Career Advancement Charter

7.5 **Santa Cruz County Cypress Charter High School (SCCCCHS) Local Indicators Dashboard Report**

The Board is requested to review information on how Santa Cruz County Cypress Charter High School (SCCCCHS) is meeting the requirements for the Dashboard Local Indicators.

Presenter: Megan Tresham, Principal, SCCCCHS

7.6 **Data Initiative**

The County Office of Education is embarking on an effort to create a countywide warehouse that would house student data from birth to career. This data will allow the Santa Cruz COE and other providers to improve the delivery of services for students. It would require obtaining consent from parents and data sharing agreements from a variety of partners. In accordance with the Board's request at the August 15, 2019 meeting, the Superintendent will present additional details about the project and projected costs.

Presenter: Dr. Faris Sabbah, Superintendent

7.7 **Board Reimbursement Policy**

The Board will review and discuss Board Bylaw 9250 regarding Compensation and Reimbursements for Expenses.

Presenter: Dana Sales, President

8. **PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS**

8.1 **Adopt Resolution #19-16: Gann Amendment Appropriations Limit**

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

Presenter: Rebecca Olker, Senior Director, Fiscal Services

Motion &
Roll Call Vote: Dana Sales, President

8.2   **Adopt Resolution #19-17: Resolution to Support Student and Community Safety**

Given the overwhelming number of school shootings that have occurred in the United States in 2019 alone, the Policy Committee will ask the Board to adopt Resolution #19-16 in Support of Student and Community Safety in regard to gun violence.

Presenter: Community Outreach and Legislative Committee

Motion &
Roll Call Vote: Dana Sales (President)

9.   **SUPERINTENDENT'S REPORT**

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

10.   **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.

11.   **AD HOC COMMITTEE REPORTS/ACTIONS (if any)**

11.1   **Community Outreach and Legislative Committee Update**

The committee will update the Board on recent and upcoming legislative policy changes.

12.   **ADDITIONS, IF ANY, TO FUTURE BOARD AGENDA ITEMS**

13. **SCHEDULE OF MEETINGS AND COMING EVENTS**

Board Policy Workshops
Santa Cruz County Office of Education
400 Encinal Street, Santa Cruz CA 95060
October 17, 2019
October 23, 2019
October 24, 2019
9:00 a.m. - 3:30 p.m.

Santa Cruz County College and Career Week
County wide
October 21-28, 2019

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
November 21, 2019
4:00 p.m.

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
December 19, 2019
4:00 p.m.

14. **ADJOURNMENT**

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Persons wishing to address the Board are asked to state their 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:

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ADA Compliance:

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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   **X** Action   ☐ Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Administrative Department

SUBJECT: Regular Board Meeting Minutes of September 19, 2019

BACKGROUND

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

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Board approval of September 19, 2019 Minutes.

FUNDING IMPLICATIONS

None.

Santa Cruz County Board of Education
Regular Board Meeting
Thursday September 19, 2019
4:00 p.m.
Board Room

UNAPPROVED MINUTES

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

   Board Present

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

   Staff Present

   Mary Hart
   Troy Cope
   Sage Leibenson

   Absent

   Sue Roth

2. **PLEDGE OF ALLEGIANCE**

   Superintendent Sabbah led the Pledge of Allegiance.

3.   APPROVAL OF AGENDA

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

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

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

4.   PUBLIC COMMENT

A member of the public, Syda Cogliati, recounted an experience her student had with Pacific Collegiate Charter school athletics department and asked the Board to use careful scrutiny when reviewing the charter's upcoming renewal request and diversity plan.

A member of the public, Mit Clifford, expressed concerns about the potential health risks associated with mandated vaccinations for students.

Members of the public Gail [no last name stated], Drew Lewis, Judy Myers, and Marilyn Garrett addressed the board regarding the potential health risks associated with wireless technology.

5.   CONSENT AGENDA

5.0.1   Minutes of the Regular Board Meeting of August 15, 2019
5.0.2   Routine Budget Revisions
5.0.3   Donations
5.0.4   Surplus Equipment

It was M.S.C. (Barr/Nichols) to approve the consent agenda item 5.0.1.

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

Item 5.0.2 was pulled from the consent agenda and placed in section 5.1 Deferred Consent Items.

It was M.S.C. (Barr/Nichols) to approve the consent agenda item 5.0.3 and 5.0.4.

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

5.1. DEFERRED CONSENT ITEMS (if required)

Item 5.0.2 was deferred from the consent agenda to ask further clarifying questions of staff.

It was M.S.C. (Filicetti/Nichols) to approve deferred consent agenda item 5.0.2.

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

6. CORRESPONDENCE

None.

7. REPORTS, DISCUSSIONS, AND PRESENTATIONS

7.1 2018-2019 Unaudited Closing Financial Statement

Rebecca Olker, Senior Director of Fiscal Services, gave a presentation to the Board regarding the annual closing financial reporting document of the Santa Cruz County Office of Education that will be filed with the California Department of Education.

7.2 Health and Wellness Santa Cruz (HWSC)

Health and Wellness Santa Cruz Project Coordinator, Robyn McKeen, gave a report to the Board on the Health and Wellness Santa Cruz (HWSC) initiative, which is a learning series designed for school staff to increase their awareness of local community resources and how to successfully connect students and their families with services that would be helpful to them. The report also discussed the grant that funds this program.

8. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

8.1 Suicide Prevention

In recognition of National Suicide Prevention Month, Michael Paynter, Director of Student Support Services, gave a presentation highlighting Santa Cruz County Office of Education and community initiatives to support the mental and emotional health of students in Santa Cruz County. Following the presentation, the Board was asked to adopt Resolution #19-14 in Support of National Suicide Prevention Month.

It was M.S.C. (Barr/Van Allen) to approve Resolution #19-14.

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

8.2   **Public Hearing: Sufficiency of Instructional Materials**

Pursuant to Education Code Section 60119(1)(A), the Board shall hold a public hearing that provides an opportunity for public input regarding the Sufficiency of Instructional Materials to be used by the Santa Cruz County Office of Education Alternative Student Programs during the 2019-2020 school year.

President Sales opened the public hearing and invited any members of the public to speak. No comments from the public were made. Board members asked clarifying questions of staff. President Sales closed the public hearing.

8.3   **Adopt Resolution #19-15: Sufficiency of Instructional Materials**

In order to be eligible to receive instructional materials funding, the governing board is required to hold a public hearing and adopt a resolution stating whether or not each pupil in the Santa Cruz County Office of Education programs has sufficient standards aligned textbooks and/or instructional materials in specified subjects pursuant to Education Code Section 60605 et. seq. The Board was asked to Adopt Resolution #19-15 for this purpose.

It was M.S.C. (Filicetti/Nichols) to approve Resolution #19-15.

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

8.4   **Second Reading: Board Policies (BP)**

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

Board Policies:	9000 Role of the Board
	9005 Governance Standards
	9010 Public Statements
	9011 Disclosure of Confidential/Privileged Information
	9012 Board Member Electronic Communication
	9100 Organization
	9121 President
	9124 Attorney
	9130 Board Committees
	9140 Board Representatives
	9200 Limits of Board Member Authority
	9220 Governing Board Elections
	9222 Resignation
	9223 Filling Vacancies
	9224 Oath or Affirmation
	9230 Orientation
	9240 Board Training
	9260 Legal Protection

> 9270 Conflict of Interest
> 9310 Board Policies
> 9320 Meetings and Notices
> 9321 Closed Session
> 9322 Agenda Meeting Materials
> 9323 Meeting Conduct
> 9323.2 Actions by the Board
> 9324 Minutes and Recordings
> 9400 Self Evaluation
> 9500 County Superintendent's Remuneration

It was M.S.C (Filicetti/Van Allen) to table item 8.4 indefinitely.

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

8.5 **Board Policy Workshop**

The Board was asked to consider whether or not to purchase and participate in a policy development workshop, hosted by the California School Board Association (CSBA) specifically designed for County Offices of Education. The two to three day workshop would develop a manual and process for keeping the Board's policies, regulations, exhibits, and board bylaws current and in compliance with state and federal mandates.

It was M.S.C (Sanchez/Filicetti) to direct staff to proceed with scheduling and purchasing the CSBA Board Policy Workshop.

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

9. **SUPERINTENDENT'S REPORT**

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

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

Trustee Van Allen attended a meeting of this board's Policy Committee.

Trustee Sanchez attended a CCBE Conference in Monterey and shared some highlights from a particular workshop he attended, "Investing in Early Education".

Trustee Nichols attended Policy and Community Outreach & Legislative Committee meetings of this board.

Trustee Sales attended the Kick Off of the 2019-2020 Inside Education program.

Trustee Barr attended a CCBE Conference in Monterey and a Charter School Committee meeting of this board.

Trustee Filicetti attended a CCBE Board of Directors Retreat, a CCBE Conference and Board of Directors meeting in Monterey, met with the president of Cabrillo College Dr. Matthew Wetstein, attended the opening of Jose Antonio Vargas Elementary School, met with MBEP Housing Director Matt Huerta, and attended the Kick Off for the 2019-2020 Inside Education program. She also attended a meeting of the Santa Cruz County School Board Association and a meeting of this board's Community Outreach and Legislative Committee.

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

11.1   Community Outreach and Legislative Committee Update

Committee Chair Van Allen asked the board whether they would like to consider adopting a resolution in support of gun violence prevention in regards to school safety at the next regular meeting. The Board responded affirmatively.

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

None.

13.   SCHEDULE OF MEETINGS AND COMING EVENTS

Science Fair Information Night
Santa Cruz COE, Board Room
Oct. 2, 2019
4:30 p.m. - 6:00 p.m.

Santa Cruz COE/ Childhood Advisory Council's
Central Coast Early Care & Education (CCECE) Conference
Cabrillo College, 6500 Soquel Dr., Aptos, CA 95003
Oct. 5, 2019
8:00 a.m. - 1:30 p.m.

Fall 2019 Queer, Trans, & Allied Summit
WHS, 250 E. Beach St., Watsonville CA 95076
Oct. 5, 2019
9:00 a.m. - 1:30 p.m.

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
October 17, 2019
4:00 p.m.

Regular Meeting of the Santa Cruz County Board of Education
400 Encinal Street, Santa Cruz, CA 95060
November 21, 2019
4:00 p.m.

14. **ADJOURNMENT**

The Board President adjourned the meeting at 6:43 p.m.

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   [X] Action   [ ] Information

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Mary Hart, Deputy Superintendent, Business

SUBJECT: Routine Budget Revisions

BACKGROUND

Detailed revisions and narrative follow this page.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Board approval of routine budget revisions.

FUNDING IMPLICATIONS

Adjusts 2019-2020 Spending Plan.

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

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

MEMO

DATE: October 17, 2019

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

FROM: Mary Hart
            Deputy Superintendent, Business Services
            Rebecca Olker
            Senior Director of Fiscal Services

RE: September Budget Revisions

Budget revisions in September reflected a decrease in projected revenues in the amount of $1,529 and an increase in expenditures in the amount of $199,460, resulting in a net decrease to fund balance $200,989.

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 adjustments made to S4C ($110,972), Educational Services ($45,475) and Alternative Education ($18,000) to allow them to spend their prior year carryover. Expenses were adjusted to account for necessary changes in salaries, vacancies and contract needs for CTEP and Special Education.

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

MH:rao
4 attachments

CC: Melissa Lopez

Description	2019-2020 Adopted Budget	2019-20 Board Meeting 9/19/19	SEPTEMBER Unrestricted	Restricted	2019-20 Board Meeting 10/17/2019
REVENUE					
Local Control Funding Formula	27,942,549	28,964,826	(2,992)		28,961,834
Federal Revenues	6,890,894	7,015,377		2,992	7,018,369
State Revenues	7,366,389	6,665,157			6,665,157
Local Revenues	9,029,508	9,379,656		(1,529)	9,378,127
TOTAL REVENUE	**51,229,339**	**52,025,016**	**(2,992)**	**1,463**	**52,023,487**
EXPENDITURES					
Certificated Salaries	10,305,237	10,536,128	73,538	(54,116)	10,555,550
Classified Salaries	12,326,728	12,178,024	3,551	62,692	12,244,267
Employee Benefits	13,167,744	13,043,153	137,321	(7,282)	13,173,192
Books and Supplies	1,824,785	2,521,300	(239,797)	93,483	2,374,986
Services, Other Operating Expenses	9,627,325	10,273,132	48,937	57,053	10,379,122
Capital Outlay	1,671,300	1,673,495	-	-	1,673,495
Other Outgo	(92,842)	(92,842)	-	-	(92,842)
Interprogram Support	5,724,756	5,724,756	18,000	6,080	5,748,836
TOTAL EXPENDITURES	**54,555,033**	**55,857,146**	**41,550**	**157,910**	**56,056,606**
INTERFUND TRANSFERS					
Transfers In	-	-			-
Transfers Out	31,000	158,799	-	-	158,799
TOTAL INTERFUND TRANSFERS	**31,000**	**158,799**	**-**	**-**	**158,799**
FUND BALANCE					
Beginning Fund Balance	27,366,002	27,366,002	-		27,366,002
Net Increase/(Decrease)	(3,356,693)	(3,990,929)	(44,542)	(156,447)	(4,191,918)
ENDING FUND BALANCE	**24,009,309**	**23,375,073**	**(44,542)**	**(156,447)**	**23,174,084**

Pacheco Bill Compliance:
   There were no individual consulting agreements in excess of $25,000 that required a budget revision during the month of October, 2019.

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Description (Object Code Range)	Res	Program	2019-20 Adopted Budget	2019-20 Board Meeting 9/19/19	Variance Unrestricted	Variance Restricted	2019-20 Board Meeting 10/17/19
REVENUE							
Local Control Funding Formula (8010-8099)			27,942,549	28,964,826			
MATCH ACTUAL GRANT PLUS ADJ REV TO OFFSET EXP 18/19	0030	EDUCATIONAL SERVICES			13,457		
MATCH ACTUAL GRANT PLUS ADJ REV TO OFFSET EXP 18/19	0060	ADMINISTRATION			(2,349)		
ADDL FUNDING FOR MARY ANN JAMES TSA	0090	EDUCATION & ADMIN OPERATIONS			(14,100)		
Total Local Control Funding Formula			27,942,549	28,964,826	(2,992)	-	28,961,834
Federal Revenues (8100-8299)			6,890,894	7,015,377			
TO MATCH ACTUAL GRANT C/O PLUS ADJ REV TO OFFSET EXP 18/19	4128	ESEA:TITLE IV, PART A, STUDENT SUPP				2,992	
Total Federal Revenues			6,890,894	7,015,377	-	2,992	7,018,369
State Revenues (8300-8599)			7,366,389	6,665,157			
Total State Revenues			7,366,389	6,665,157	-	-	6,665,157
Local Revenues (8600-8799)			9,029,508	9,379,656			
INCREASE BUDGET DUE TO AMENDMENT #2 CONTRACT	9411	MIGRANT HEAD START				(1,529)	
Total Local Revenues			9,029,508	9,379,656	-	(1,529)	9,378,127
Other Financing Sources (8900-8997)							
Total Other Financing Sources			-	-	-	-	-
TOTAL REVENUE			51,229,339	52,025,015	(2,992)	1,463	52,023,486
Total Beginning Fund Balance			22,520,871	-	-	-	-
EXPENDITURES							
Certificated Salaries (1000-1999)			10,305,237	10,536,128			
Update Salaries	0086	TECHNOLOGY ADMIN			623		
Update Salaries	0090	EDUCATION & ADMIN OPERATIONS			(35,399)		
Update Salaries	0620	COUNTY COMMUNITY SCHOOLS			1,983		
Update Salaries	0621	COUNTY COMMUNITY SCHOOLS SUPPLEMENTAL			(0)		
Update Salaries	0830	CTEP			103,706		
Update Salaries	0851	WILLIAMS ACT			2,625		
Update Salaries	3183	ESSA SCHOOL IMPROVEMENT COE				5,810	
Update Salaries	6500	SPECIAL EDUCATION				(85,677)	
Update Salaries	6510	SP ED-EARLY ED IND W/EXC NEED				(4)	
Update Salaries	7810	STRS COUNSELOR				16,182	
Update Salaries	9010	OTHER RESTRICTED LOCAL				5,255	
Update Salaries	9410	WORKFORCE YOUTH SVCS-FED P/T				4,318	
Total Certificated Salaries			10,305,237	10,536,128	73,538	(54,116)	10,555,551
Classified Salaries (2000-2999)			12,326,728	12,178,024			
Update Salaries	0030	EDUCATIONAL SERVICES			(1,050)		
Update Salaries	0060	ADMINISTRATION			(5,567)		
Update Salaries	0090	EDUCATION & ADMIN OPERATIONS			11,309		
Update Salaries	0610	JUVENILE COURT SCHOOLS			(797)		
Update Salaries	0611	JUVENILE COURT SCHOOLS			(1,114)		
Update Salaries	0620	COUNTY COMMUNITY SCHOOLS			771		
Update Salaries	4128	ESEA:TITLE IV, PART A, STUDENT SUPP				55,310	
Update Salaries	5810	OTHER RESTRICTED FEDERAL				2,905	

Description (Object Code Range)	Res	Program	2019-20 Adopted Budget	2019-20 Board Meeting 9/19/19	Variance Unrestricted	Restricted	2019-20 Board Meeting 10/17/19
Update Salaries	6500	SPECIAL EDUCATION				(16,764)	
Update Salaries	9010	OTHER RESTRICTED LOCAL				20,169	
Update Salaries	9410	WORKFORCE YOUTH SVCS-FED P/T				(1,646)	
Update Salaries	9411	MIGRANT HEAD START				2,718	
Total Classified Salaries			12,326,728	12,178,024	3,551	62,692	12,244,267
Employee Benefits (3000-3999)			13,167,744	13,043,153			
Update Salaries	0030	EDUCATIONAL SERVICES			(5,832)		
Update Salaries	0060	ADMINISTRATION			(17,221)		
Update Salaries	0086	TECHNOLOGY ADMIN			43		
Update Salaries	0090	EDUCATION & ADMIN OPERATIONS			3,507		
Update Salaries	0610	JUVENILE COURT SCHOOLS			8,702		
Update Salaries	0611	JUVENILE COURT SCHOOLS			19,112		
Update Salaries	0620	COUNTY COMMUNITY SCHOOLS			49,055		
Update Salaries	0621	COUNTY COMMUNITY SCHOOLS SUPPLEMENTAL			4,388		
Update Salaries	0830	CTEP			75,387		
Update Salaries	0851	WILLIAMS ACT			180		
Update Salaries	3010	NCLB:TIT I BAS GRNTS LOW INC				160	
Update Salaries	3183	ESSA SCHOOL IMPROVEMENT COE				1,550	
Update Salaries	3310	SE:LOCAL ASSIST ENTITLEMENT				469	
Update Salaries	3385	SE:EARLY INTERVENTION GRANTS				19	
Update Salaries	5810	OTHER RESTRICTED FEDERAL				219	
Update Salaries	6388	STRONG WORKFORCE PROGRAM				5	
Update Salaries	6500	SPECIAL EDUCATION				6,460	
Update Salaries	6510	SP ED-EARLY ED IND W/EXC NEED				(3,346)	
Update Salaries	6520	SP ED:PRJ WORKABILITY I LEA				266	
Update Salaries	7135	ENVIRONMENTAL EDUCATION				23	
Update Salaries	7810	STRS COUNSELOR				1,110	
Update Salaries	9010	OTHER RESTRICTED LOCAL				5,144	
Update Salaries	9064	S4C				25	
Update Salaries	9410	WORKFORCE YOUTH SVCS-FED P/T				135	
Update Salaries	9411	MIGRANT HEAD START				(19,520)	
Total Employee Benefits			13,167,744	13,043,153	137,321	(7,282)	13,173,192
Books and Supplies (4000-4999)			1,824,785	2,521,300			
Update Salaries	0030	EDUCATIONAL SERVICES			7,052		
Update Salaries	0060	ADMINISTRATION			20,440		
Update Salaries	0086	TECHNOLOGY ADMIN			(666)		
Update Salaries	0090	EDUCATION & ADMIN OPERATIONS			(2,374)		
Update Salaries	0610	JUVENILE COURT SCHOOLS			(7,905)		
Update Salaries	0611	JUVENILE COURT SCHOOLS			(17,999)		
Update Salaries	0620	COUNTY COMMUNITY SCHOOLS			(52,059)		
Update Salaries	0621	COUNTY COMMUNITY SCHOOLS SUPPLEMENTAL			(4,388)		
Update Salaries	0830	CTEP			(179,092)		
Update Salaries	0851	WILLIAMS ACT			(2,805)		
Update Salaries	3010	NCLB:TIT I BAS GRNTS LOW INC				(160)	
BR#7- Fund textbook string for incoming TR#2	3182	ESSA (CSI) LEA				50,000	
Update Salaries	3183	ESSA CSI COE				(8,176)	
Update Salaries	3310	SE:LOCAL ASSIST ENTITLEMENT				(469)	
Update Salaries	3385	SE:EARLY INTERVENTION GRANTS				(19)	
Update Salaries	4128	ESEA:TITLE IV, PART A, STUDENT SUPP				(55,310)	
Update Salaries	5810	OTHER RESTRICTED FEDERAL				(3,278)	
Update Salaries	6388	STRONG WORKFORCE PROGRAM				(5)	
Update Salaries	6500	SPECIAL EDUCATION				95,981	
Update Salaries	6510	SP ED-EARLY ED IND W/EXC NEED				3,351	
Update Salaries	6520	SP ED:PRJ WORKABILITY I LEA				(266)	
Update Salaries	6685	TOBACCO-USE PREVENTION ED (PROP 56)				-	
Update Salaries	7135	ENVIRONMENTAL EDUCATION				(201)	
Update Salaries	7366	SUPP:FOSTER YOUTH & JUVENILE				-	
Update Salaries	7810	STRS COUNSELOR				(17,292)	
Update Salaries	8150	ROUTINE AND RESTRICTED MAINTENANCE				-	

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Description (Object Code Range)	Res	Program	2019-20 Adopted Budget	2019-20 Board Meeting 9/19/19	Variance Unrestricted	Restricted	2019-20 Board Meeting 10/17/19
Update Salaries	9010	OTHER RESTRICTED LOCAL				(10,078)	
Update Salaries	9064	S4C				32,863	
Update Salaries	9366	IV-E FOSTER CARE ADMIN ACTIVIT				-	
Update Salaries	9410	WORKFORCE YOUTH SVCS-FED P/T				(2,808)	
Update Salaries	9411	MIGRANT HEAD START				9,349	
Total Books and Supplies			1,824,785	2,521,300	(239,797)	93,483	2,374,986
Services, Other Operating Expenses (5000-5999)			9,627,325	10,273,132			
Update Salaries	0030	EDUCATIONAL SERVICES			13,288		
SUPERINTENDENT NEW HIRE	0090	EDUCATION & ADMIN OPERATIONS			35,399		
Update Salaries	0620	COUNTY COMMUNITY SCHOOLS			250		
BR#7- Fund textbook string for incoming TR#2	3182	ESSA (CSI) LEA				(50,000)	
Update Salaries	3183	ESSA SCHOOL IMPROVEMENT COE				816	
TO MATCH ACTUAL GRANT C/O PLUS ADJ REV TO OFFSET EXP 18/19	4128	ESEA:TITLE IV, PART A, STUDENT SUPP				9,441	
Update Salaries	5810	OTHER RESTRICTED FEDERAL				154	
Update Salaries	7135	ENVIRONMENTAL EDUCATION				179	
INCREASE 5800/4300 COVER COST OF CONTRACTORS/FOOD WORKSHOPS	9010	OTHER RESTRICTED LOCAL				24,985	
Update Salaries	9064	S4C				68,179	
SPLIT OUT DURATION BUDGET FROM MAIN BUDGET	9411	MIGRANT HEAD START				3,300	
Total Services, Other Operating Expenses			9,627,325	10,273,132	48,937	57,053	10,379,122
Capital Outlay (6000-6999)			1,671,300	1,673,495			
Total Capital Outlay			1,671,300	1,673,495	-	-	1,673,495
Other Outgo (7100-7299, 7400-7499)			5,724,756	5,724,756			
INCREASE CONTRIBUTION TO COVER OVERDRAWN ACCTS	0620	COUNTY COMMUNITY SCHOOLS			18,000		
TO MATCH ACTUAL GRANT C/O PLUS ADJ REV TO OFFSET EXP 18/19	4128	ESEA:TITLE IV, PART A, STUDENT SUPP				(6,449)	
BUDGET REVISION TO PROCESS MATH STIPENDS FOR DISTRICTS	9064	S4C				9,905	
SPLIT OUT DURATION BUDGET FROM MAIN BUDGET	9411	MIGRANT HEAD START				2,624	
Total Other Outgo			5,724,756	5,724,756	18,000	6,080	5,748,836
Interprogram Support Services (7300-7399)			(92,842)	(92,842)			
Total Interprogram Support			(92,842)	(92,842)	-	-	(92,842)
Interfund Transfers Out (7600-7629)			31,000	158,799			
Total Interfund Transfers Out			31,000	158,799	-	-	158,799
TOTAL EXPENDITURES			54,586,033	56,015,945	41,550	157,910	56,215,405
BEGINNING FUND BALANCE			27,366,002	27,366,002			27,366,002
NET INCREASE (DECREASE) IN FUND BALANCE			(3,356,693)	(3,990,930)	(44,542)	(156,447)	(4,191,918)
ENDING FUND BALANCE			24,009,309	23,375,072			23,174,084

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   [X] **Action**   [ ] **Information**

TO: Dr. Faris Sabbah, County Superintendent of Schools

FROM: Mary Hart, Deputy Superintendent, Business

SUBJECT: Gifts and Donations

BACKGROUND

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

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Accept gifts and donations as follows:

Program	Donor	Value
Cypress High School	Pacific Compass Inc. DBA Costa Bella Builders	$100
Cypress High School	Steven and Elizabeth Volk	$100
Cypress High School	Bree Karpavage	$25
Cypress High School	Hester & Carl Gooding	$25
Cypress High School	Jennifer and Uriel Estrada	$25

Cypress High School	Ginger Hobbs	$25
Cypress High School	Conner & Jocelyn Morris	$25
Cypress High School	Rosa Carmina Garcia Villarreal Macario Mendoza Palacios	$30
Cypress High School	Richard and Leslie Dye	$25
Cypress High School	Hilary Stern and Todd Wayne	$50
Cypress High School	Dale and Madeline Marentette	$50
Cypress High School	Victor and Angela Cortes	$25
	Total:	**$555.00**

FUNDING IMPLICATIONS

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

Board Meeting Date: October 17, 2019   **Agenda Item**: #5.0.3

Santa Cruz County Office of Education

INCOME TRANSMITTAL FORM-#1

2019/2020

Date: <u>9/26/2019</u>

To: Business Services
Account Specialist/Accounting

Prepared by: JULES SKELTON   Extension:

Department: **Alt Ed FOR CYPRESS SCHOOL**

Subject: <u>Transmittal of Program Related Income</u>

Name of Program

Prog Number
to be credited:

Fund	Resourc	Year	Goal	Function	Object	School	Mgnt	
09	0000	0	0000	0000	8699	500	5000	$555.00
							TOTAL	$555.00

Name of event / reason for transmittal:

1. Amount received in checks: $ 555.00
Donation for Cypress school student's parents
2. Amount received in cash or money order: MO

> NOTE: The department must issue a receipt when cash is collected.
> Please submit a copy of all receipts with this form.

3. **Total amount of deposit:** $ 555.00
Difference $0.00

Received by: _____

Date: _____   **Jules Skelton** . x 5721

Please submit 2 copies of the Income Transmittal form.

One copy will be your receipt after it is signed by the Business Office.

Please do not leave cash unattended.

You may hand deliver cash to: Michelle Coffman

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   ☐ **Action**   ☒ **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Correspondence

BACKGROUND

Correspondence regarding the Pacific Collegiate Charter School expansion proposal is enclosed herein. The Board also received confidential correspondence.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive correspondence.

FUNDING IMPLICATIONS

None.

September 23, 2019

Via email

COE Superintendent Sabah and governing board members,

It has come to my attention that PCS is seeking to add a 6th grade program. I'd like to share some of the thoughts that immediately come to mind:

Charter school law has recently changed, in response to changing sentiments about charter schools relative to our existing public schools. It is now recognized as appropriate, and necessary, to consider a charter's impact on the sponsoring public school district's financial well-being. This change in law reflects a change in public sentiment, as the broader impacts and understanding of these consequences have been made more clear.

I have not studied the law changes myself. I do understand that they apply to new charter petitioners, but I do not know to what extent they have been written to manage the affairs of existing charters. Specifically, I do not know if they apply to an existing charter's desire to expand in this manner.

But clearly they should. The change in law is not so much an amendment as a correction. I believe it is generally understood that the previous constraint that did not permit consideration of the potential adverse impact of a charter's opening and growth on a districts ability to effectively educate its existing constituent population was a mistake. It was deemed necessary by those who did not want the growth of charters to be impeded – and this certainly would have impeded them – but their time is now past. They drove this effort quite far, and it has not demonstrated a consistent and proportionate benefit in return. We have pivoted.

I need not spell out the adverse financial impact it would be to all of the potential feeder districts were we to all lose some percentage, ongoing, of our student population. But I will offer the following questions and considerations:

1. Does PCS itself become a 'better' school through this expansion? And how much of that improvement is related to being better off financially? No one can blame them for wanting their institution to be financially stronger or more stable. That's their board's job. But we are eating from the same pie – PCS is not proposing to grow that pie (at least I don't think so; I'd be happy to be found wrong on this). Because the pie is not growing, their financial benefit is our financial cost. I struggle to imagine an argument from the COE that would find favoring one over the other. And that is especially true, in the proposed direction, given the change in public sentiment.
2. Has PCS declared that our public schools have been inadequately preparing their students for the rigor of PCS 7th grade? And that perhaps if they could get these students a year earlier, well, we'd all have 'better' high school graduates? PCS being bigger (and all of us being a bit smaller) isn't on its own a good thing. There needs to be some objective measure the public can look at

and conclude "Yes, our school system would be better off if we shifted some responsibilities from schools X, Y, and Z and gave them to PCS." What is that measure?

3. I'm sure they can come up with a healthy list of residents who are willing to sign a petition or write a letter declaring that they want this. I guarantee you that if we are compelled to go through a 'campaign' of that type, we (collectively, all the other districts) can come up with many more names and letters. Let's just not do that.

4. If PCS would like to fully fund, privately, their expansion, I think there is little grounds for us to object on the basis of adverse financial impact; in fact, we could be co-beneficiaries. Perhaps that is their proposal – that they will not seek ADA funds for their 6th grade program; those funds will flow directly to the district of residence. Our districts would have slightly smaller class sizes – a benefit we could keep or shift to some other need. The generosity of those willing to fund PCS would thus flow into the larger community of which they are still a part. Is that the concept being proposed, or would it be considered?

I do not know any details regarding the PCS proposal; it has only just been brought to my attention. Have there been documents submitted that are public records and can be shared? I would appreciate understanding the status of the situation, to the extent I am permitted access to such information.

Best regards,

Michael Shulman
SVUSD Governing Board

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019 ☐ Action ☒ Information

TO: Santa Cruz County Board of Education

FROM: Maria Reitano, Head of School, Pacific Collegiate Charter School (PCS)

SUBJECT: PCS Annual Report and Diversity Plan

BACKGROUND

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

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FUNDING IMPLICATIONS

Listed in following documents.

October 17, 2019

Annual Report to Santa Cruz County Office of Education

2018-2019

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 world language. They will become proficient in information technologies essential for digital 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. PCS currently operates under a charter renewed in for a five-year term (2015-2020). This report outlines progress towards goals described in the most recent charter renewal petition, as well as agreements made in the Memorandum of Understanding between PCS and the SCCOE. On October 17, 2019, PCS will submit a petition for charter renewal for the 2020-2025 term.

Executive Summary

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

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

underscores the contributions of diverse school communities to student learning, including critical thinking, communications, and problem-solving.

PCS now has a twenty-year history of academic excellence. Looking back, we credit much of this success to a singular focus on creating a rigorous academic environment, rich in opportunities for students to explore complex ideas, engage with challenging curriculum, and express themselves through a robust art and music program. Looking forward, we have bold plans to ensure that a more diverse student body has the opportunity to benefit from PCS's dynamic and successful program.

Student Achievement

2019 CAASPP

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

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

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

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

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

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

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

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

Class of 2020 Cohort Analysis of CAASP Scores

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

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

Data reflects 7th, 8th, and 11th grade CAASPP scores for current PCS students.

Graduating Cohort 2020 Math Scores Over Time - Economic Status

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

* Data reflects 7th, 8th, and 11th grade CAASPP scores for current PCS students.

Graduating Cohort 2020 ELA Scores Over Time (Ethnicity)*

	2015 - 7th Grade			2016 - 8th grade			2019 - 11th Grade		
Performance Level	Hispanic/ Latino (15)	2 or more races (14)	White (52)	Hispanic / Latino (13)	2 or more races (13)	White (46)	Hispanic / Latino (13)	2 or more races (14)	White (50)
Exceeded	27	29	29	38	54	43	54	64	74
Met	47	57	52	36	31	46	46	36	22
Nearly Met	20	14	19	23	15	11	0	0	4
Not Met	7	0	0	0	0	0	0	0	0

* Data reflects 7th, 8th, and 11th grade CAASPP scores for current PCS students.

Graduating Cohort 2020 Math Scores Over Time (Ethnicity)*

	2015- 7th Grade			2016- 8th grade			2019- 11th Grade		
Performance Level	Hispanic/ Latino (15)	2 or more races (14)	White (52)	Hispanic/ Latino (14)	2 or more races (14)	White (52)	Hispanic/ Latino (13)	2 or more races (15)	White (50)
Exceeded	47	50	33	21	57	37	23	60	50
Met	20	29	44	50	29	33	54	27	38
Nearly Met	27	21	17	7	14	27	15	7	10
Not Met	7	0	6	21	0	4	8	7	2

* Data reflects 7th, 8th, and 11th grade CAASPP scores for current PCS students.

Advanced Placement (AP) 2014-2019

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 2019 scores demonstrate that PCS students continue to excel on AP exams. Given that all PCS students have been required to take AP World History, AP United States History, AP English Language or AP English Literature, and AP Biology, these results place PCS as one of the top performing schools in the nation. 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%
Overall 2019	81	113	140	88	11	433	3.4	77%	45%	74%

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 following 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 at PCS (often underrepresented in Advanced Placement) take AP courses and pass AP exams at (or above) the rate of 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%

In addition, while students might not necessarily be successful on AP tests the first time they take them, the vast majority of PCS students graduate having passed at least one AP exam, demonstrating that students are rising to the challenge of the school and graduating ready to succeed in college.

Graduating Class	2018	2019
Percentage of students who passed at least one AP Exam	93.5%	95.6%

SAT 2012-2019

The Scholastic Aptitude Test (SAT) is commonly used by colleges and universities as one of the metrics for admissions. Students typically take the test for the first time in the second half of their junior year, and can retake the test multiple times to earn a higher score. Scores are reported as the average of the best score earned by students on each section of the test, or by the best total score. The score for the class of 2019 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 included results from the old format as well as the new one.

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

Class of	Evidence Based Reading and Writing	Mathematics	Total
2017 (new exam)	650	622	1272
2018	679	683	1362
2019	642	629	1272
National Average (2018)	**536**	**531**	**1068**

ACT 2012-2019

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	30.7	28.6	30.6	29.	29.6
2019	29.5	26.9	29.8	27.9	28.5
2018 National Average	20.2	20.5	21.3	20.7	20.8

Overall, students at Pacific Collegiate School 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 standardized tests do not paint the entire picture of PCS, these exams are clearly an external metric that validates the strength of the school program and curriculum.

College Admissions

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

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

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 goals (see Appendix). PCS met or exceeded all goals as outlined in the LCAP. In particular, the LCAP highlights a variety of ways PCS has provided access to high quality college preparatory resources to all students:
- Focused on success of First to College students through increased academic counseling, outreach to parents, and targeted academic support.
- Provided free test preparation classes for the PSAT, SAT, and ACT for all PCS students.
- Increased the opportunities for students to engage in college level research during high school.
- Provided access to technology and technology literacy learning for all students - all students take our Study Skills and Technology course in 7th grade, and digital devices are available for student use in all classes and study areas.
- Focused on equity, access, and opportunities for families with fewer financial resources, including providing free lunch, test preparation, AP exams, and participation in curricular activities.
- Ensured parent participation through Board and school committee membership.
- Maintained high student engagement and attendance.
- Maintained a highly qualified and effective faculty and staff.
- Maintained a school facility that is safe and supportive of the PCS learning environment.
- Provided access for all students to Advanced Placement classes.

Western Association of Schools and Colleges (WASC) Accreditation Goals

2018-2019 was fourth year of a six-year WASC accreditation. The WASC Action Plan, revised with comments from the visiting committee, is included in the Appendix of this report. The goals included in this self-study influenced the goals of the school LCAP as well as the goals outlined in the school's Strategic Plan (see below). The plan identified two critical learner needs:

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

PCS has made significant progress on many of the goals outlined in the WASC plan, including:
- Taking full advantage of new facility, including increased classroom space for computer-based classes and science labs.
- Availability of dedicated rehearsal space for performing 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.
- Increased use of the outdoor space around Antonelli Pond for instructional purposes.
- Additional academic supports and services to First to College students and their families. Academic and Student Success team providing individualized support, as needed.
- Increasing number of graduates who complete college level research via Capstone project.
- Comprehensive curriculum review in all academic departments, in alignment with CCSS and NGSS.
- Ongoing annual cycle of stakeholder engagement, including alumni surveys and tracking of alumni college persistence rates.

Strategic Plan:

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

- The faculty continued comprehensive curriculum review in all academic departments.
- The school saw another increase in the number of students engaged in independent project learning, under the umbrella of its Senior Capstone course.
- The Communications group of the Development Committee developed a new website aimed at modernizing and streamlining communication.
- The school adopted Canvas as a new learning management system that was implemented in the 2017-18 school year. Teachers use Canvas as an effective tool for asynchronous learning and communications.

- The school budget was developed to provide salary increases to all employees, building on the significant increases of the prior year. PCS is currently in process of negotiating its first contract with the newly formed United PCS (certificated collective bargaining unit).
- The school secured short term facility leases to support music, theater, and choir performances.

Diversity Plan and Progress

The data in the PCS Diversity Status Report and Plan (included in Appendix) reflects multi-year trends in PCS diversity. PCS is encouraged by continued growth in the diversity of the student population, and is committed to ongoing outreach and recruitment of students in all Santa Cruz communities, as well as strengthening support structures to facilitate the success of students from underrepresented populations, once enrolled.

The Diversity Committee operates as an advisory committee designed to support the Head of School in implementing the PCS Diversity Plan. The Diversity Committee consists of members of the PCS community including; past and current board members, the Outreach Coordinator, the Head of School, parents, and members of the newly formed student diversity club ALAS (Advancement and Leadership of All Students). Diversity Committee working groups focused on the following areas:

Outreach
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.

Leading up to the admission lottery on March 21, 2019, 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 was available at the meetings and all written materials were 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 884 people attended the eight outreach information meetings last year, resulting in 577 total lottery applications (including applications for 25 First to College applicants). Information about specific information meetings is listed below:

- 1/19/19 - Pacific Collegiate School- 145 attendees
- 1/31/19 - Watsonville Public Library - 28 attendees
- 2/9/19 - Pacific Collegiate School - 145 attendees
- 2/12/19 - Pacific Collegiate School -150 attendees
- 2/21/19 - Resource Center for Nonviolence, Santa Cruz - 60 attendees

- 2/28/19 - Simpkins Community Center, Live Oak - 172 attendees
- 3/9/19 - Pacific Collegiate School - 182 attendees

School Climate

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 student groups focused on equity and social justice issues.

Educational Equity

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 2019-2020 school year, the school will enhance parent education program for FTC families 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 do not have the resources to seek out private tutoring.

Data Collection & Assessment

This working group was 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 continues to explore ways to gather and use school data, and to maximize the impact of data collection methods already in place.

Faculty and Staff Professional Development

Faculty and Staff professional development during the 2018-2019 school year was focused on Diversity, Equity, and Culturally Responsive Pedagogy. Over the course of the year, we engaged in the following activity:

Culturally Responsive Teaching: Teachers, Staff, and Board members learned from Nicole Anderson, local educator and Equity practitioner during several full and half day workshops.

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: Former Principal Simon Fletcher and Assistant Principal Todd Harrison participated in the COE hosted Equity Institute throughout the 2017-18 school year. During 2018-2019, PCS added two additional participants for the second year of the institute.

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

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

*one FTC student passed away in September 2019

School Culture and Climate:

School Attendance

PCS student attendance and enrollment was strong during the 2018-2019 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	361	545
Attendance rate (annual)	96.8%	96.4%	96.5%

The table below represents enrollment and attrition data over the four-year 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 shows 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.

Overall Enrollment Annual Comparison
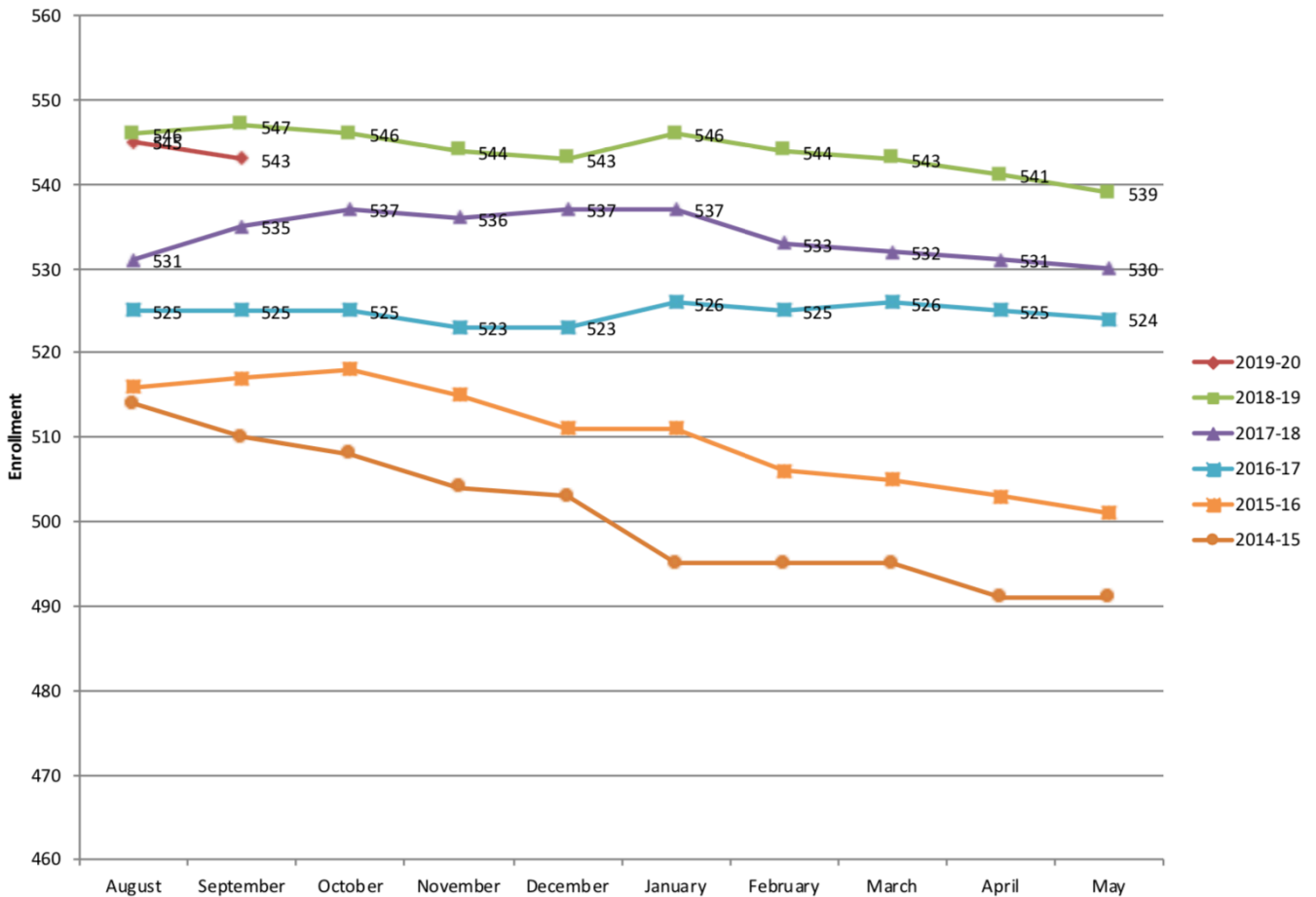
School Surveys:

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.

In the 2018-2019 school year, the PCS Board of Directors hired a consulting firm, Edgility, in order to provide an external assessment of the needs of the school. This was done as part of the search for a new Head of School. In order to develop this needs assessment, the consulting firm conducted a number of stakeholder engagement activities including: (1) individual interviews and focus groups with faculty, (2) staff and members of the leadership team; (3) focus groups with students; (4) phone conversations with parents; (5) a "town hall" style meeting with parents; and (6) small group meetings with PCS board members. In addition, the school and consulting firm distributed and collected results from parent, faculty/staff and student surveys. Stakeholder groups honed in on the following areas as focus for school improvement:

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

The School Board, administration, and staff are all working towards improvement in each of these areas. In addition, during the 2019-2020 school year, PCS will begin a new round of stakeholder engagement activities to support the development of a new Strategic Plan document, as well as Local Control Accountability Plan, and WASC accreditation self-study. Results from annual surveys of students, staff, and parents will help to inform future planning.

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. 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.

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. As of the end of 2018-2019 school year, the reserve was $1.7M. These 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 2018-19Unaudited Actuals affirms that PCS has demonstrated an ability to maintain a strong financial position.

Appendices:
- *LCAP (2019-2020)*
- *PCS Diversity Status Report and Action Plan (2020-2025)*
- *Annual Plan for Special Needs and English Language Learners (2019)*
- *WASC Action Plan (2015-2021)*

Local Control Accountability Plan and Annual Update (LCAP)

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

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

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

2017-20 Plan Summary
The Story

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

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

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

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

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

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

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

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

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress

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

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

Greatest Needs

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

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

Performance Gaps

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Increase academic success of First to College students

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

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

Action 1

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

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

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

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

No changes are planned for this goal in future years.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Students will be engaged in college preparatory research.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

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

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

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

No changes are planned to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

Offer technological literacy access and curriculum to all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

Action 1

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Ordered fewer computers than anticipated.

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

No changes will be made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

Provide support services for low income students and families.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

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

Action 1

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Had more free lunches used than anticipated

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

No changes will be planned for this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 6

Ensure parent participation in school Board and Committees.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parental representation on Board and school committees. **18-19** The Board and school committees will have at least one parent member. **Baseline** In 2016-17, the school Board and all committees had at least one parent member.	In 2018-19, the Board and all school committees had at least one parent member.

Actions / Services

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

Action 1

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

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

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

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 7

Maintain student average daily attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator P-2 Average Daily Attendance **18-19** Maintain a P-2 ADA of at least 95% **Baseline** In 2016-17, the school ADA for P-2 was 96.7%.	In 2018-19, the school ADA for P-2 was 96.6%.

Actions / Services

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

Action 1

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

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

No changes will be made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 8

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

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

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

Analysis

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

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

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

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

The close oversight resulted in all teachers being properly credentialed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fewer teachers attended AP conferences than anticipated.

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

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 9

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School facility inspection rating on the FIT test. **18-19** Maintain a facility inspection rating of over 90%. **Baseline** In 2016-17, the facility inspection rated over 90%.	In 2018-19, the facility inspection rated over 90%.

Actions / Services

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

Action 1

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

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

No changes are planned for this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 10

Offer sufficient AP sections to provide access to all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Action 1

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

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes are planned for this goal.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

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

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

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

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

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

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

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

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

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

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

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

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

Impact on LCAP and Annual Update

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

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

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

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

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

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

Pacific Collegiate School took into consideration our community's feedback when planning its budget. The following represents PCS's priorities while budgeting for the 2018-19 school year:
- Support the recruitment and retention of excellent teachers and staff through increased compensation.
- Support for our first-to-college students.
- Provide test preparation support for all students.
- Professional Development for all teachers especially in the areas of Common Core, Advanced Placement, and Educational Equity.
- Provide curricular opportunities for students to focus on areas of individual interest.
- Additional class sections to meet students requested courses.
- Increase student attendance and retention to maximize state funding.
- Maintain and further develop our new facility to support the mission, vision, and strategic plan.

Goals, Actions, & Services

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

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

Modified Goal

Goal 1

Increase academic success of First to College students

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Continued support of First to College students

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

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

Specific Student Groups: First to College

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

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

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

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

Parent Education events to discuss college application process.

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

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

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

Parent Education events to discuss college application process.

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

Budgeted Expenditures

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

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

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Provide equal access to college preparatory resources.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

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

All	

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer SAT/ACT/PSAT prep classes to help prepare students for tests.	Offer SAT/ACT/PSAT prep classes to help prepare students for tests.	Offer SAT/ACT/PSAT prep classes to help prepare students for tests.

Budgeted Expenditures

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

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

Goals, Actions, & Services

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

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

Modified Goal

Goal 3

Students will be engaged in college preparatory research.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Improve student research and writing skills.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

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

All	

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain a class to provide students the opportunity to hone their research skills with supported curriculum. Maintain a variety of research based elective offerings.	Maintain a class to provide students the opportunity to hone their research skills with supported curriculum. Maintain a variety of research based elective offerings.	Maintain a class to provide students the opportunity to hone their research skills with supported curriculum. Maintain a variety of research based elective offerings.

Budgeted Expenditures

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

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

Goals, Actions, & Services

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

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

New Goal

Goal 4

Offer technological literacy access and curriculum to all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

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

All	

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

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

Goals, Actions, & Services

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

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

New Goal

Goal 5

Provide support services for low income students and families.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Provide access to school programs regardless of student socioeconomic status.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Low Income

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

Schoolwide

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

Actions/Services

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

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

Budgeted Expenditures

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

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 6

Ensure parent participation in school Board and Committees.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Improve communication about decision making process among all stakeholders.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

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

All	

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 7

Maintain student average daily attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Maximize student engagement in school and ADA funding.

Expected Annual Measurable Outcomes

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

All

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 8

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Maintain a fully credentialed teaching staff

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

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

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

Budgeted Expenditures

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

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 9

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Ensure ongoing maintenance and repair of school facility.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

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

	All	

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

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

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 10

Offer sufficient AP sections to provide access to all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

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

All	

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide all students access to AP classes	Continue to provide all students access to AP classes	Continue to provide all students access to AP classes

Budgeted Expenditures

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

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

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

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

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

LCAP Year: **2018-19**

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

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

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

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
   (A) enrolled less than 31 days
   (B) enrolled at least 31 days but did not attend at least one day
   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).
(b) "High school dropout rate" shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).
(c) "High school graduation rate" shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
   (B) The total number of students in the cohort.
   (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
   (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
   (B) The number of students in the DASS graduation cohort.
   (C) Divide (1) by (2).
(d) "Suspension rate" shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).
(e) "Expulsion rate" shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

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

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

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

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

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

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

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

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

Pacific Collegiate School Diversity Status Report and Action Plan (2020-2025)

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Pacific Collegiate School Diversity Status Report and Action Plan (2020-2025)

II. <u>Introduction and Vision Statement</u>

Pacific Collegiate School (PCS) strongly values a student, faculty, staff, and board population that reflects the diversity of Santa Cruz County in all respects, including demography, socioeconomic status, race, ethnicity, culture, religion, gender identity, sexual orientation, and disabilities. A diverse PCS school community is central to our obligation as a public school to provide equal access and support for all community members seeking a high-quality, standards-based, college preparatory and fine arts education. Further, recent research underscores the contributions of diverse school communities to student learning, including critical thinking, communication and problem solving.[1]

PCS initially adopted a five-year Diversity Plan in 2006 as a "living document" that provided a conceptual background for issues relating to school diversity, identified a variety of steps intended to diversify the school, and provided an itemized agenda to guide the actions of the school over the following five years. The Plan has been updated every five years to include an assessment of the progress PCS has made as well as to identify new ideas and goals aimed at further fostering diversity at the school. This document first reports on past progress, including during the term of the most recent 2016-2020 Diversity Plan. It then highlights the core diversity goals for the upcoming 2020-2025 period, before detailing the steps we propose to take to accomplish those goals as part of this Diversity Plan for the 2020-2025 period. Relevant data as well as our reports on past Diversity Plans are included in the Appendices.

II. <u>Summary of Progress to Date (2006-2019)</u>

- **Invested in Outreach Coordinator.** In January of 2007, PCS created and funded a 50% staff position for an Outreach Coordinator, whose responsibilities include maintaining and enhancing the school's current diversity and reaching communities currently regarded as underrepresented. That staff position has remained a key part of the school's program.

- **Development of Community Outreach Program**. The Outreach Coordinator developed a Community Outreach Program, which includes programs for disseminating information about PCS, raising awareness of PCS and the procedures for admission, and the development of community partnerships to facilitate positive interactions between

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[1]Ayscue, Jennifer Erica Frankenberg, and Genevieve Siegel-Hawley
(2017)The complementary benefits of racial and socioeconomic diversity in schools. Research Brief #10. The National Coalition on School Diversity. Available at: https://school-diversity.org/pdf/DiversityResearchBriefNo10.pdf

PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.

- **Development of "First To College" (FTC) Lottery Program.** Since 2011, the PCS admission lottery has increased the percentage of seats set aside for 7th grade applicants who would be the first in their family to attend college, from 10% in 2011 to 15% in 2019. This has increased the admission and retention of Hispanic/Latino students in most years (see Appendix A for relevant data), and by design has consistently enhanced the socioeconomic and racial diversity of the pupil population.

- **Programs for Student Support.** As part of efforts to sustain a diverse student population, PCS established and enhanced numerous levels of student support, including teacher grade level teams, a full time 7th and 8th grade Academic Support specialist, a Study Skills and Technology class for all 7th grade students, and a revised bell schedule to include block periods and in-school tutorial. The focus on this mission and the creation of such programs has likely contributed to the fact that in the last five years there is no longer a strong correlation between students who transfer out before graduation and race or socioeconomic factors.

- **Promotion of Diversity in School Culture and Mentoring.** In order to support students of all academic backgrounds, PCS has put a variety of support structures in place. These include a summer academic and social support program for all incoming 7th grade students called Base Camp, a similar orientation for newly admitted students, and an AP Base Camp for 10th grade students prior to their initial Advanced Placement course. In addition, PCS engages all 7th grade students in a Study Skills and Technology course and has a peer mentoring program for first-to-college students.

- **Pursuit of Opportunities for Cultural Enrichment.** PCS has integrated cultural enrichment into the curriculum through exchange programs with sister cities, increased focus on culture in World Language classes, and continued focus on a global perspective within the History courses.

- **Improve Outreach Efforts.** The Outreach Coordinator continued to develop the outreach plan, continued to develop community partnerships, and worked to shift public perception of diversity at PCS. Among other things, this led to a community-focused coding camp located at PCS in the summer of 2019.

- **Strengthen an Inclusive and Supportive School Culture.** The PCS Board led an initiative for data collection focused on assessing the needs of FTC students and families. This data was used to support several initiatives, including enhanced support services and a series of trainings in 2017-18 and 2018-19 for staff and board members on culturally responsive pedagogy and broader Diversity, Equity, and Inclusion (DEI) issues respectively.

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- **Recruit More Diverse School Leadership**. PCS has made significant improvements in this area since 2016. Centrally, the Board of Directors recruited and retained the first non-temporary female Head of School in our school's 20 year history. In addition, the Board has increased its own diversity, and is now by several metrics the most diverse constituency in the school across gender and ethnicity, with for example, four of its current eleven members, leaders of color.

- **Expand Data Collection and Assessment**. PCS continued to improve upon methods and standards of gathering data for the purpose of assessing the needs of its ethnically diverse and first-to-college population in order to provide concise and effective support, and made significant strides in this area during the previous plan periods.

III. <u>Detailed Review of Progress on 2016-2020 Diversity Action Plan</u>

The 2016-2020 Diversity Plan identified four particular measures PCS would evaluate and pursue during the time in question. Those measures were as follows (1) continued improvement of outreach efforts; (2) continue to build an inclusive and supportive school culture; (3) board, faculty/staff, and committee diversity recruitment; and (4) improved data collection and assessment. We summarize progress on each goal and subgoal as originally identified in the 2016-2020 Diversity Plan below.

Goal 1: Continued Improvement of Outreach Efforts

Sub-goal 1.1: <u>Refine PCS Outreach Plan</u>. The Outreach Coordinator refined the PCS Outreach plan to address: (a) assessment of outreach efforts to date; (b) strengthening of existing partnerships with community organizations and developing new community partnerships (e.g., with Digital Nest); and (c) implementation of creative new strategies for outreach.

> *Status:* The School implemented this goal by assessing outreach and requiring regular reporting to the Board of Directors on outreach efforts as part of monthly Board Meetings. In addition, we hosted lottery information sessions at community locations in Watsonville, Live Oak, and Beach Flats in both Spanish and English.

Sub-goal 1.2: <u>Continue, Improve, and Expand Community Service/Partnerships</u>. PCS committed to continuing to foster community partnerships, with efforts to focus the program on the 3rd through 6th grade age group.

> *Status:* These relationships continue to be developed. For example, in partnership with Davenport Resource Service Center and Looker, we led an English/Spanish bilingual coding camp at PCS in the summer of 2019.

Sub-goal 1.3: <u>Shift Public Perception</u>. The School sought to shift public perception of diversity

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at PCS by: (a) raising the visibility of the FTC lottery; (b) highlighting and celebrating the diversity of the PCS student body via a revamped website; and (c) examining all marketing materials to ensure the promotion of diverse student recruitment.

> *Status:* Each of these goals was addressed. For example, we addressed the misperception that PCS has tuition or "required" donations and parent volunteer hours on our website, and produced bilingual marketing and informational materials for lottery information sessions.

Goal 2: Build an Inclusive and Supportive School Culture

Sub-goal 2.1: First to College Families' Needs Assessments. The School committed to address how best to support diverse and FTC students and families in the school community with the goal of ensuring and improving FTC student retention. Materials were produced in English and Spanish, with intention to make materials available in any other needed languages.

> *Status*: FTC parent surveys were conducted to identify issues affecting the ability of families to support their students' academic achievements and goals. The results contributed to the development of the 2015-2018 PCS Strategic Plan. In addition, during the 2018-2019 search process for a new Head of School, the PCS Board hosted a dedicated stakeholder engagement event to solicit FTC family input. The PCS Board also reached out individually to Spanish speaking families to solicit their input on needs and priorities.

Sub-goal 2.2: Development of English Language Learner (ELL) Instructional Assistant Position. The school planned to establish an ELL support position to serve the needs of students for whom English is a second language.

> *Status*: PCS began employing a part-time ELL Instructional Assistant in 2018. This position continues to support the needs of English Language Learners and Reclassified Fluent English Proficient students at PCS.

Sub-goal 2.3: Foster Student Involvement in Diversity Efforts. The School planned to invite one or two students annually to serve on the Diversity Committee and support related activities including outreach, school activities, and website development.

> *Status:* The Outreach Coordinator created a student diversity club, and invited one student representative from the club to participate in the Diversity Committee and attend Board meetings. PCS teachers have also engaged students in DEI awareness in the classroom. For example, teachers and departments have expanded reading lists to include authors from diverse backgrounds, selected instrumental and choral music composed by diverse composers, and developed unit and lesson plans across the curriculum to reflect a strong value for diversity.

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Sub-goal 2.4: Study Benefits and Impacts of a Possible Sixth Grade. PCS committed to explore whether the addition of a 6th grade cohort would help in the recruitment and retention of students of diverse backgrounds. The results of this study would serve as a recommendation for the next charter renewal. As background, when PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts changed many years ago to begin middle school instruction in 6th grade, PCS was no longer aligned with the grade-year division in those schools. Although some (mainly smaller, independent, and/or private) local elementary schools do go through 6th grade, the series of PCS diversity plans have contemplated that adding a 6th grade to PCS could help with diversity efforts in that it, among other considerations, might reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

As part of the 5-year charter renewal cycle for PCS, in 2014 all references to the historic 7-12 grade alignment of the School were removed and substituted with references to "middle and high school" as long reflected in the School's mission statement, so as to accommodate such reform. The Memorandum of Understanding with the School's charter authorizer (the Santa Cruz County Board of Education), required approval for the service of any new grade levels, which has not been sought during the last 5 years.

The PCS Board has identified this change as an important area for making significant transition in the racial and socioeconomic diversity of the School. Specifically, the argument that the addition of a 6th grade would support our diversity goals is strongly supported by the results of a recent study conducted by the Century Foundation, which has been researching and reporting on socioeconomic school integration programs that promote economic and racial diversity as a way of fostering social mobility and social cohesion for more than two decades.[2] Through an analysis of approximately 5,700 charter schools across all 50 states, the study finds that the most common strategy for promoting socioeconomic integration used by districts and charters in California is increasing the number of applicants to the school lottery by using a combination of strategies, most of which include programs purposely designed to ease students' transition into middle school. Adding a 6th grade would significantly ease this transition for many prospective PCS students by eliminating the "double-jump" they currently must endure in attending three different schools for the 5th, 6th, and 7th grades. This change will benefit all students, but especially those FTC students who would disproportionately apply to the PCS lottery from the larger public elementary schools in Santa Cruz County, which do not serve 6th grade students. Accordingly, as part of the 2020 Charter renewal process, the School intends to seek to remove this barrier to access.

Goal 3: Board and Faculty/Staff Diversity Recruitment

Sub-goal 3.1: Board. The PCS Board sought to address the following in its member recruitment:

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[2] Potter, H. and Quick, K. (2018). Diverse-by-Design Charter Schools. The Century Foundation. Accessed at https://tcf.org/content/report/diverse-design-charter-schools/?agreed=1

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(a) review and revise its recruitment materials and strategies with the goal of improving diversity; (b) expand outreach both geographically and in terms of advertising methods; (c) leverage connections with local organizations that serve underrepresented constituencies; (d) consider engaging a search firm to enhance diversity; and (e) provide its members access to diversity and bias training.

> *Status*: The School worked towards these goals. For example, we held annual information sessions tailored to provide information about Board service to a diverse group that might not have information and background about the Board. Affirmative efforts were made to encourage community members to attend these annual sessions and they have been successful and well attended. We also revised the application and Board expectation materials to welcome applicants from a more diverse backgrounds, and the Board participated in diversity training.

Sub-goal 3.2: Faculty/Staff. PCS will review and revise its faculty and staff recruitment materials as well as its recruitment strategies with the goal of improving diversity.

> *Status:* The School has followed up on this goal, and has had some noteworthy recruiting successes, particularly in the area of hiring women to teach advanced science and math courses in the curriculum, as well as hiring our first female Head of School after a nation-wide rigorous search process.

Goal 4: Expand Data Collection and Assessment

Sub-goal 4.1: Data Collection/Assessment Subcommittee. The Diversity Committee sought to create a subcommittee focused on data collection and assessment. The subcommittee would: (a) draft and circulate anonymous and voluntary surveys to help gather relevant data and needs assessments, including data about PCS board, faculty, staff, and students; (b) spearhead the collection of data from students who were part of outreach programs described above and from graduating FTC students, such as SAT scores, college acceptance rates, and kinds of colleges (i.e., two-year, four-year), including information about why FTC students and families decided to apply to and attend particular colleges, and (c) gather data that allows a comparison of "success" data between PCS students and students at other schools and programs and course offerings, such as the Santa Cruz High School Math Academy and AP courses.

> *Status*: Given the importance of these issues, and the sensitivity of some of the information, working closely with the Head of School, the PCS Board has assumed central responsibility for data collection and assessment, and this will be a central focus for the next plan period. For example, in 2018-2019 we collaborated with Dr. Sabbah to collect and analyze data on attrition, which led us to conclude that there is not a correlation at PCS between race and/or FTC status and students who leave PCS prior to graduation.

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Goal 4.2: Evaluate Feasibility and Potential Effectiveness of Further Lottery Refinements.
Based on data collection and assessment, PCS aimed to consider whether diversity improvement
can be achieved by additional lottery measures, such as a 9th grade entry FTC lottery reserve or a
lottery reserve for applicants eligible for free and reduced lunch.

> *Status*: PCS continues to evaluate how to hold a lottery that is compliant with State law
> and also serves PCS diversity goals. The Head of School conducted an analysis looking
> for any correlation between race and either FTC and/or free and reduced meal eligibility.
> Based on this analysis, coupled with a recent study of barriers to access in Diverse by
> Design schools conducted by the Century Foundation[3], PCS has concluded that the most
> effective approach is to direct its efforts to the 6th Grade and the expansion of the First to
> College preference in that lottery as discussed in Part IV below.

IV. **Overview of the 2020-2025 Diversity Action Plan**

The 2020-2025 Diversity Action Plan has five overarching goals (A-E), which are summarized
here and detailed in Section V below.

A. **Recruit More Diverse Student Population.** The Board and Head of School will jointly
   investigate the possible benefits and impacts of creating a 6th grade with a 50% lottery
   preference for underrepresented students, as identified by First to College (FTC) status
   and/or Free and Reduced Price Meal (FRPM) eligibility (or other diversity-targeted
   metrics), in order to ease the transition between elementary, middle, and high school for
   underrepresented students and thereby increase the likelihood of their applying to PCS,
   and to provide an additional opportunity for student support separate from the existing
   program and course sequence. As part of this initiative, PCS may create 1-2 pilot
   section(s) to determine feasibility before launching a full 6th grade program.

B. **Build Mechanisms for Student Support.** The Head of School will lead efforts focused
   on teacher development and support programs for students to ensure all students are
   supported to be successful at PCS, with a particular focus on ensuring the success of
   diverse populations, and with a view towards expanding support for include grades 9-12.

C. **Recruit Diverse School Leadership**. The Head of School will identify and implement
   strategies to recruit a more diverse teacher and staff population, and the Board will
   continue to recruit diverse members, both with a view to better reflect our community's
   demographics.

D. **Build an Inclusive and Supportive School Culture**. The Head of School will lead
   efforts to build an inclusive and equitable school culture and climate to support the

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[3] Potter, H. and Quick, K. (2018). *Diverse-by-Design Charter Schools. The Century Foundation.* Accessed at
https://tcf.org/content/report/diverse-design-charter-schools/?agreed=1

academic success, and social and emotional well-being of every student. This initiative will both involve investing in a staff member to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder learning.

E. **Refine Data Collection and Evaluation.** PCS plans to refine current methods and standards of gathering and analyzing data for the purpose of uncovering any gaps in achievement within the student population and in particular for the most vulnerable students. Such metrics will be used to intentionally deploy resources to support the students that are most heavily impacted.

V. <u>2020-2025 Diversity Action Plan</u>

<u>Plan Elements and Reporting Timeline:</u> The 2020-2025 Diversity Plan has five mutually supporting goals, which aim to build on and expand past efforts: (A) recruit a more diverse student population; (B) build mechanisms of student support; (C) recruit diverse school leadership; (D) build a supportive and inclusive school culture; and (E) expand data collection and assessment. The Head of School will oversee the preparation of a status report addressing progress in these areas, to be submitted to the Board of Directors each December and May.

Goal A: **Recruit More Diverse Student Population.** The Board and Head of School will jointly investigate the possible benefits and impacts of creating a 6th grade with a 50% lottery preference for underrepresented students, as identified by First to College (FTC) status and/or Free and Reduced Price Meal (FRPM) eligibility (or other diversity-targeted metrics), in order to ease the transition between elementary, middle, and high school for underrepresented students and thereby increase the likelihood of their applying to PCS. As part of this initiative, PCS may create 1-2 pilot section(s) to determine feasibility before launching a full 6th grade program.

When PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts have now changed to begin middle school instruction in 6th grade, PCS is no longer aligned with the grade-year division in those schools. Adding a 6th grade to PCS could help with diversity efforts, in that it would reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

PCS runs a first-to-college admissions lottery that allocates 15% of 7th grade seats for students who will be the first in their family to attend college. This lottery occurs prior to the main lottery; anyone not chosen in the first-to-college lottery is then entered in the main lottery as well. As part of our efforts to analyze PCS's stated commitment to enrolling a diverse student body, we have looked at the first-to-college admissions lottery data to measure the level of diversity in the school's actual enrollment. While we recognize that a robust definition of diversity in school enrollment requires considering a variety of factors, our analysis showed, unsurprisingly, that first-

to-college admissions at PCS correlates with racial and socioeconomic diversity. In the last few years, however, the number of applicants to the first-to-college admissions lottery has not increased and remains close to the 15% of the allotted 7th grade seats. While a narrow achievement gap persists for these students according to state administered test results, that gap is decidedly smaller than the statewide equity/opportunity gaps. Fundamentally, the consideration of first-to-college in selection process has been a critical component for achieving the current level of diversity at PCS, yet moving forward we must further evaluate ways to attract an even higher enrollment of diverse students into the school.

At the current level of diversity, research has shown that it is still difficult for minority students to achieve a sense of belonging and it is challenging to reassure tolerance and cross-racial friendships among all students. A more substantial intervention, we believe, is needed. One avenue we would like to explore is to increase the number of students who gain admission via selective enrollment at the sixth grade level. As stated, similar efforts have been put in place in other charter networks successfully pursuing socioeconomic integration.

We are particularly drawn to a pilot program for sixth-graders is because it will allow PCS to attract and enroll more diverse cohorts of students, feeding more equitably from all local elementary schools, rather than the select few that currently include a 6th grade. A five-year longitudinal analysis of PCS feeder schools reveals that 30-40% of PCS 7th grade enrollment feeds from private or small schools that are not as diverse as our surrounding public elementary and middle schools. A closer look reveals that 21% of our enrollment from public feeder schools represents those somewhat less diverse public elementary sites who offer a 6th grade, which means that less than half (49%) of PCS enrollment each year feeds from more diverse public middle schools, after students have attended 6th grade elsewhere. Thus, we believe the lack of a 6th grade at PCS to be a hindrance to achieving parity with our surrounding schools and community.

This approach will also ease the transition to middle and high school, as students will transfer to PCS directly from elementary school, rather than having to transition twice between elementary, middle and high school. This opportunity would be particularly impactful for FTC students who are less likely to be transitioning to PCS from private schools, which often offer a 6th grade. Developing a 6th grade pilot program will require considerable preparation. These efforts will include an intentional turn toward a nurturing learning and social atmosphere designed to meet the needs and circumstances of younger students. Moving forward, we need more research to effectively shape our pilot program into one that encourages true equity, rather than one that simply promotes access as a single step of progress. The following specific activities will help PCS reach this goal:

1. Engage stakeholders in a discussion of the possible benefits, impacts, and hurdles in launching a pilot 6th grade.
2. Redoubling efforts with community partnerships that will yield a greater number of diverse applicants.
3. Evaluate if additional selection metrics, in addition to FTC and FRPM eligibility, may help to further diversity efforts..

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Goal B: **Build Mechanisms of Student Support.** The Head of School will lead efforts focused on teacher development and support programs for students to ensure all students are supported to be successful at PCS, with a particular focus on ensuring the success of diverse populations, and with a view towards expanding support for include grades 9-12.

At the center of PCS's vision and mission is providing an exemplary college preparatory program, rich in academic, artistic, and multicultural opportunities. Our values statement underscores our essential belief that all students are capable of success within this rigorous academic environment, given the right supports. As PCS strives to become a more diverse learning community, we move forward with particular interest in providing a comprehensive system of student support to ensure the success of all students, with particular interest in reducing equity/opportunity gaps.

To that end, PCS will enhance services to provide Multi-Tiered Systems of Support (MTSS). As defined by the California Department of Education, "MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success."[4] By establishing an MTSS system, PCS will create greater opportunity to identify and intentionally respond to students' individual learning needs with necessary services and supports.

PCS will continue to build the capacity of faculty and staff to meet the needs of diverse learners by engaging in professional learning focused on culturally responsive pedagogy, Universal Design for Learning, Social and Emotional Learning, and instructional strategies appropriate for variable learning needs.

To specifically support the needs of our first-to-college students and their families, PCS will partner with Advancement Via Individual Determination (AVID), a non-profit organization with over 30 years' experience in reducing achievement gaps and attaining success for low-income, first-to-college students. AVID training, resources, and consultancy will assist PCS in embedding academic supports and services to meet the needs of the diverse students we seek to attract and retain.

The following specific activities will help PCS reach the above goal:

1. Enhance Multi-Tiered Systems of Support (MTSS), including:
   a. Grade Level Team meetings
   b. Student Success Team (SST) process
   c. Academic support for students in all grades
   d. Social-emotional/mental health learning and support for students in all grades

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

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2. Professional Development focused on culturally responsive pedagogy, Universal Design for Learning, and instructional strategies to support the success of diverse learners

3. AVID Partnership
    a. Professional development for PCS faculty and staff on schoolwide structures and strategies that accelerate student learning and close achievement gaps
    b. Access to resources, materials, and consultation services proven to support the success of first-to-college students
    c. Parent education materials and strategies, targeted to support for first-to-college students and their families
    d. Network of support with other regional AVID programs, including those active in Santa Cruz County middle and high schools
    e. Investment in dedicated tutors to support first-to-college students

Goal C: **Recruit Diverse School Leadership**. The Head of School will identify and implement strategies to recruit a more diverse teacher and staff population, and the Board will continue to recruit diverse members, both with a view to better reflect our community's demographics.

As PCS seeks to increase student diversity, we recognize the benefits of recruiting and retaining a more diverse faculty and staff. According to 2018 study, "increasing teacher diversity is a very important strategy for improving learning for students of color and for closing achievement gaps."[5] While PCS recognizes that all students benefit from learning in a more diverse school environment, research suggests "the impact is especially significant for students of color, who have higher test scores, are more likely to graduate high school, and more likely to succeed in college when they have had teachers of color who serve as role models and support their attachment to school and learning. Students with racially diverse teachers also have fewer unexcused absences and are less likely to be chronically absent."[6]

PCS has traditionally recruited teachers and staff primarily by posting openings on EdJoin and the Employment portion of the school website. A significant departure from this norm was the recent Head of School search process, for which PCS Board of Directors engaged an Executive Search Consulting firm, in order to deliver a diverse slate of highly-qualified candidates. With similar intent, PCS will use a variety of outreach and recruitment strategies to find diverse candidates qualified for future positions.

The following specific activities will help PCS reach the above goal:
1. Outreach and communication with local teacher preparation/credential programs
2. Participation in regional teacher recruitment fairs
3. PCS representation in forums and networks focused on diversity in education

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

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Goal **D: Build an Inclusive and Supportive School Culture.** The Head of School will lead efforts to build an inclusive and equitable school culture and climate to support the academic success, and social and emotional well-being of every student. This initiative may expand classified staff hours to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder development.

Additional deliberate action will be needed to build a more diverse, equitable, and inclusive school community. Research has shown that an equitable and inclusive school culture is critical to the recruitment and retention of diverse and highly-qualified teachers, as well as the recruitment, retention and success of students of diverse backgrounds.

To ensure all members of the PCS community experience an inclusive rather than an assimilationist environment, PCS will continue to provide learning opportunities for leadership, staff, faculty and students to engage in discussion and training about equity, explicit and implicit bias, structural inequalities, and other issues related to DEI. To do this, PCS will continue to engage outside expertise and consultation to support and expand a multi-year learning process for the Board, teachers, staff, parents and students.

The following specific activities will help PCS reach the above goal:

1.Diversity, Equity & Inclusion Consultancy. PCS will provide a series of learning opportunities for staff and stakeholder groups regarding DEI. This will take a variety of forms including targeted support from outside expertise to guide us, professional learning for the Board, and faculty and staff, as well as student and parent engagement.

2. Dedicated Staffing. We may augment prior classified staffing to extend outreach and recruitment efforts, and to include student and family engagement to further support and retain diverse students and families.

3. Student Leadership & Engagement. PCS will identify an annual cohort of student leaders who will receive targeted DEI training to serve as mentors and leaders for positive school culture building at PCS (e.g. SV Faces Camp Everytown or similar), Student Voices (Head of School advisory and action committee).

4. Integration of DEI in Curriculum and Instruction. Building on the intentional work PCS teachers have done to infuse DEI awareness and strategies in curricula and learning strategies, academic departments and teachers will continue to enhance instruction by identifying resources, materials, and learning opportunities that will intentionally reflect PCS's value for diversity and inclusion.

Goal E: Refine Data Collection and Assessment. PCS plans to refine current methods and standards of gathering data for the purpose of uncovering any gaps in achievement within the student population and in particular for the most vulnerable students. Such metrics will be used to intentionally deploy resources to support students with demonstrated achievement gaps.

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In recent years, closing the achievement gaps between different groups of students has become the focus of state policy. PCS will continue to build on this research by expanding and refining our own research about classroom-level practices associated with increased student performance, with an aim to close any identified achievement gaps at PCS. We plan to survey current policies and practices in order to provide better teacher support for use of classroom data.

The following specific activities will help PCS reach the above goal:

1. Professional Development for Teachers. We plan to use data assessment to help teachers understand skill gaps of low-achieving students and receive professional development on linking low-performing student data to instructional strategies.

2. Create a Roadmap to Close Achievement Gaps. We will can establish reasonable roadmaps to achieve our vision, setting measurable goals for each racial or socioeconomic subgroup to close the achievement gaps. Efforts to collect and analyze data more effectively might include contracting with a school data specialist or other outside consultants pending resource availability.

While the school collectively strives toward improving multiple measures of student performance, we will also incorporate progress targets directly into department and individual teachers' professional goals. With measurable goals, the phrase "closing the gaps" becomes less aspirational and will give departments and teachers concrete opportunities and accountability mechanisms. We will provide resources and support to accelerate the learning of low-achieving students while continuing to improve achievement for all. We will provide teachers with access to frequent, diagnostic assessments and high-quality professional development, including coaching and collaboration time with colleagues. This will allow teachers to use data to make significant improvements to curriculum and instruction in order to close achievement gaps.

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VIII. <u>Appendix A – Relevant Data</u>

A. Measurements of Diversity

Evidence suggests that the demographics of PCS applicants are similar to the pupil population of peers attending Santa Cruz City Schools High Schools that pursue a college preparatory curriculum, as demonstrated by enrollment in AP classes. PCS will continue seeking to monitor this important basis of comparison. In recognition that a diverse student body is critical to an excellent education, PCS will continue its efforts to achieve diversity in all areas, including race, ethnicity, socioeconomic status, sexual orientation, and gender identity/expression.

B. Diversity Index Data/Tables

The tables below show multi-year trends in PCS student racial demographics as well as student socioeconomic status. PCS is encouraged by continued growth in the diversity of the student population as measured by these two indicators. PCS will continue to focus on outreach and recruitment of students in all Santa Cruz communities, as well as strengthening support structures to facilitate their success once enrolled.

1.<u>Percentage of PCS Students Reported as Hispanic/Latino</u>

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School District
2010-11	5.0	10.2	6.7	12.6	12.3	5.5	9.0	32.6%
2011-12	17.0	13.6	11.4	4.7	10.7	10.4	11.4	34.5%
2012-13	21.6	16.1	11.4	13.1	5.9	11.0	13.2	35.9 %
2013-14	13.5	20.5	17.0	11.8	14.7	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	37.5
2016-17	7.6	18.3	18.7	14.1	18.3	14.7	15.3	28.2
2017-18	17.6	5.4	17.4	16.5	15.1	16.7	15.5	27
2018-19	10	18.3	5.4	15.2	17	16.7	13.8	TBD

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2.Percentage of PCS Students Reported as White

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	SCHS District
2010-11	86.3	73.9	69.7	74.7	75.3	81.8	76.5	58.4 %
2011-12	65.9	71.6	72.7	67.1	72.6	72.7	70.4	56.0 %
2012-13	65.9	65.5	72.3	72.6	70.6	76.8	70.6	54.1 %
2013-14	64	64.8	63.6	69.4	66.6	72	66.6	52.6 %
2014-15	71.4	67.4	69.0	70.0	75.5	66.2	69.9	52.9 %
2015-16	75.0	73.6	72.2	68.0	68.0	73.2	71.8	52.9
2016-17	78.3	76.3	65.9	70.1	64.6	67.6	70.8	61
2017-18	61.5	79.3	75	64.8	65.6	70.5	68.3	60.5
2018-19	73.3	64.5	79.3	78.3	62.5	72.2	70.6	TBD

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

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	SCHS District
2010-11	1.2	0	3.4	3.5	3.8	27.3	5.2	35.5 %
2011-12	1.1	3.4	5.8	7.1	6.0	13.2	5.9	32.5 %
2012-13	2.3	10.3	4.5	8.4	7.0	9.8	7.0	32.5 %
2013-14	5.7	1.1	0	0	0	2.5	1.6	36.5 %
2014-15	8.8	5.6	2.3	3.8	1.4	2.8	4.3	40.3 %
2015-16	4.4	11	5.6	2.5	4	4.2	5.4	TBD
2016-17	8.7	7.8	13.2	11.8	5.8	2.7	8.5	TBD
2017-18	9	11	13	15	13	8	11.5	32.1
2018-2019	11	7.5	9	11	15	15.5	11.3	TBD

4. First to College (FTC) Students

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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 2018-2019)								
	GPA		% who Met or Exceeded the Standard on CAASPP						
Class	Junior High	High School	7th ELA	7th Math	8th ELA	8th Math	11th ELA	11th Math	% of AP Exams with 3, 4, or 5
2017	2.62	2.965					83% (n=6)	50% (n=6)	85% (n=21)
2018	2.45	2.76			60% (n=10)	50% (n=10)	88% (n=8)	75% (n=8)	58% (n=12)
2019	3.057	3.338			60% (n=10)	50% (n=10)	88% (n=10)	75% (n=10)	63% (n=23)
2020	2.494	2.777	75% (n=8)	50% (n=8)	75% (n=8)	38% (n=8)			61% (n=18)
2021	2.640	2.934	29% (n=7)	29% (n=7)	43% (n=7)	29% (n=29)			75% (n=8)
2022	2.832	3.738	75% (n=8)	50% (n=8)	83% (n=6)	50% (n=6)			

5.PCS Student Diversity Results

Key student diversity categories are combined for comparison.

	Total Enrollment*	FTC Students**		Hispanic Students	
2019-2020	545	45	8.3%	79	14.6%
2018-2019	545	44	8.3%	75	13.8%
2017-2018	537	39	7.2%	83	15.5%
2016-2017	522	41	7.9%	80	15.3%
2015-2016	518	36	7%	74	14.3%
2014-2015	508	33	6.4%	82	16.1%
2013-2014	504	26	5%	70	13.9%

FTC (First to College) and Hispanic student data are self-reported; Hispanic students reported as Hispanic/Latino.
* Starting enrollment as of the first Wednesday of each October.
** FTC students admitted through sibling preference, FTC lottery, general lottery, and after 7th grade combined.

6. 2017-2018 Ethnic Diversity Index - Santa Cruz County Schools

School	Ethnic Diversity Index	Enrollment
San Lorenzo Valley High	23	726

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San Lorenzo Valley Middle	26	538
Scotts Valley High	32	802
Scotts Valley Middle	30	562
Pacific Collegiate School	**34**	**537**
Aptos High	40	1,478
Mission Hill Middle	44	615
Santa Cruz High	40	1,062
Branciforte Middle	42	482
Soquel High	42	1,155
Harbor High	40	926
All Santa Cruz County public schools	39	40,393

2017-2018 scores from the California Department of Education's (CDE) state-wide Ethnic Diversity Index (EDI) web site (http://www.ed-data.org/) for selected Santa Cruz County middle and high schools. The CDE recognizes seven racial categories. EDI values close to 100 indicate a school has a fairly even distribution of students among the seven categories. Numbers closer to 0 indicate that students are predominantly from a single racial group.

For the March 2011 admissions process, PCS received 24 applications for the Pilot FTC Lottery. With 56 seats available in 7th grade in 2011, the Principal directed school staff to set aside six seats for Pilot FTC Lottery applicants, leaving 18 on the Pilot FTC Lottery wait-list. Four of the 24 Pilot Lottery applicants were of Hispanic origin. One of the wait-listed Pilot FTC Lottery applicants was admitted to the 7th Grade via the larger general lottery and two more of the Pilot FTC Lottery applicants were subsequently admitted to 7th grade from the regular wait-list in the months following the lottery. The outcome was that nine of the 24 students who sought admission to PCS via the Pilot FTC Lottery program earned seats in 7th grade for the 2011-2012 school year; one more entered post-lottery for a total of 10 FTC students. Despite that outcome, the result of the lottery was that none of the Hispanic applicants were offered admission through the combined lottery process.

Regarding FTC student retention for this initial FTC lottery cohort, six of the initial 10 students have continued on to become current seniors (in the current 2016-2017 school year), a 60 percent retention which is identical to the retention for this senior class as a whole starting from 7th grade. However, it should be recognized that one or a few students in such a small group has a large effect on the percentage calculations and that year-to-year trends are more significant than any one year percentage. It should also be recognized that students leave schools

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for a variety of reasons, some beyond their control or academic performance.

The outcome of the March 2012 FTC Lottery was quite different. PCS received 21 applications for the second FTC Lottery, 10 of which came from applicants of Hispanic origin. With 50 seats available in 7th grade in 2012, the Principal directed school staff to set aside five seats for FTC Lottery applicants, leaving 16 on the FTC Lottery waitlist. Of the five FTC Lottery applicants admitted, three were Hispanic. Five of the students who were waitlisted for the FTC Lottery were subsequently admitted through the general lottery. Thus, 10 of the 21 applicants to PCS via the FTC Lottery program (eight of whom self-identified as Hispanic) earned seats in the 2012-2013 incoming 7th grade class. That represents a statistically distinct result, as compared to the incoming 7th grade class generally, and suggests that the FTC Lottery project (which will affect the cultural and socio-economic diversity of the school by admitting on a preferential basis a cohort of students that would be the first in their family to attend college) also is having an impact on racial and ethnic diversity at PCS.   Retention data for this cohort, and future cohorts, will be included in future reports.

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

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

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

The March 2018 lottery (class of 2024) received 256 total applications for 7th grade, including 22 applications for the FTC lottery. Of the 22 FTC applicants, 3 were siblings of currently attending students, and 5 applicants did not attend the required Lottery Information Meeting. The total number of applicants eligible for the FTC lottery were 14. Seven seats were

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set aside for the FTC lottery. Of the 7 FTC applicants receiving a seat, one student identifies as Latino. One additional FTC applicant received a seat in the general lottery and also identifies as Latino. From the 11 students receiving FTC seats, 9 are currently enrolled. One student identifying as Latino dis-enrolled.

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

D. WASC Plan Diversity Goals

Action Item 2: Increase academic support to First to College (FTC) students

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish baseline metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Administration Outreach Coordinator Diversity Committee Faculty	Creation of a template for data collection	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration
Survey parents of FTC students annually to determine effectiveness of systems and support	Administration Outreach Coordinator Diversity Committee	Create survey Compile data	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration
Analyze metrics and survey results and make adjustments to provide appropriate support for FTC Students	Administration Outreach Coordinator Diversity Committee Faculty	FTC support plan	2015 to 2016 and ongoing	Annual report to the Governing Board created by the Administration

E. 2015-2018 Strategic Plan Diversity Goals

2. Foster a positive school culture to enhance student engagement.
2-B. Continue to increase diversity at every level within the school community.

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VII. Appendix B – Detailed Review of Past Diversity Plans

Review of 2006-2011 Diversity Plan and Progress

The original 2006-2011 Diversity Plan included six elements. Those elements, and the progress made on those ideas since that time, are as follows:

1.Retention of Outreach Coordinator. In January of 2007, PCS created and funded a paid staff position for an Outreach Coordinator. The original PCS Outreach Coordinator served in that capacity until the end of the 2015-2016 school year. The Diversity Committee expended significant efforts on recruitment for this position in the fall of 2016, which resulted in the hiring of a new Outreach Coordinator in December 2016.

2.Creation of Diversity Oversight Committee. In 2006, a Diversity Oversight Committee was created and empaneled as an advisory committee reporting to the PCS Board of Directors. The Diversity Oversight Committee replaced the Diversity Task Force, which had been formed in 2005, which was preceded by the Diversity Education and Outreach Committee, established in 2004. The Diversity Oversight Committee continues to meet monthly and includes the Outreach Coordinator and school principal.

3.Development of PCS Community Outreach Program. The PCS Community Outreach program started immediately and has included dissemination of information about PCS and upcoming events through the school website and local newspapers and other means. The Outreach Coordinator has supervised the dissemination of information to area schools, community centers, libraries, after-school programs, health clinics, religious institutions, local businesses, and other places where families of diverse backgrounds might be reached.[7] The Outreach Coordinator has attended a wide variety of community events to raise awareness of PCS and the procedures for admission. PCS has developed community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.[8] Prior to the annual admissions lottery, which is typically held in March, PCS conducts at least three information meetings for students and their families. These meetings are widely advertised in English as well as Spanish, and Spanish language interpretation is available at each meeting. All literature, handouts and PowerPoint presentations are translated into Spanish. The PCS website has a translation feature so that the website material can be instantly converted to Spanish. PCS also has staff members who are fluent Spanish speakers who can support prospective families and students with the application process. The online admission application is available in both Spanish and English and hard copies of both applications are available on campus for those not able to access information via the Internet.

4.Development of Pilot "First to College''(FTC) Program Affecting PCS Lottery. The

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combination of open public access and high academic standards has resulted in significantly more demand for PCS admission than there are spaces available for students. Pursuant to California State charter school law, PCS holds an annual public lottery for admissions. The lottery is widely publicized, open to all - there are no tests and no application fees - and is completely transparent.[9]

In the spring of 2009, the PCS Board of Directors approved a proposal for a pilot lottery program to address student diversity. The PCS Pilot FTC Lottery Study began with the admission lottery for the 2011-2012 school year. The program set aside either 10% of available slots or five seats, whichever number was greater, for applicants to 7th grade who would be the first in their family to attend college. (For purposes of this program, a 'first-generation college-bound' applicant is defined as one whose parents' or chief guardians' highest level of education is less than an Associate's Degree.) Also, students applying through the FTC lottery who were not admitted were then added to the general lottery, effectively giving them two chances at admission. For the 2011-2012 year, the FTC Lottery received strong interest but the outcome of the lottery did not directly result in an increase of Hispanic student admissions. However, the following year, the FTC Lottery did increase the admission of Hispanic students. (See section VII.C.)

5.Programs for Student Support. Since approximately 2004, PCS staff have been meeting monthly to identify at-risk students and provide them with the appropriate resources/support. At these meetings, teachers share observations about students and develop action plans for support. In some cases, students are referred to the Student Support Team for additional support.[10] Study hall is available for students before and after school and throughout the day, with computers available. Peer tutors, supervised by a member of the faculty, are available in afternoon study hall Monday-Thursday until 4:30 p.m.

In 2011, PCS refined its "7th/8th Academic Support" position, a job that focuses exclusively on working with 7th and 8th grade students who need additional help outside of the classroom. The position had originally been coupled with classroom teaching. Also in 2011, PCS implemented an advisory system structured around 35-minute periods every Friday and every other Tuesday. Advisory periods provided students with a safe, inviting place to build a relationship with peers and an adult at the school (either a teacher or administrator) who was there to talk about subjects outside of the regular curriculum. The function of advisory was, among other things, to ensure that no student "slips through the cracks." Advisors were required to do regular, one-on-one check-ins with students pertaining to both academic and social issues. As discussed below, in the 2015-2016 school year, the Advisory program was changed to a Seminar program.

In the 2010-2011 school year, the Math Department began offering drop-in after-school tutorial programs staffed by volunteer faculty, and the program currently operates on Mondays and Tuesdays after school. Many students are officially referred to the program, but students

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[9]

[10]

22

have also opted to attend. The program's organizers track the attendance of students, and it is specifically aimed at improving achievement in math.

6.School Culture and Mentoring. A late summer program called Academic Base Camp was instituted in the summer of 2005 and continues to be offered to introduce students to the PCS environment and prepare students for the rigorous curriculum in 7th grade. Typically starting about three weeks before the first day of classes, Base Camp targets approximately 50 incoming 7th grade students who, based on assessments in Math and English administered during the previous spring, have been identified as potentially needing support in one or both of these critical academic areas. Students meet in two English classes and two Math classes, reviewing skills and strategies with four members of the PCS faculty. Most Base Camp participants describe the experience as important to having a successful launch at PCS. Despite the loss of state funding for the program, PCS continues to budget for the Base Camp experience. As discussed below, Base Camp was expanded in 2015 to support high school students enrolled in AP classes.

Beginning in the 2012-2013 school year, PCS offered incoming 7th grade students an elective course called Study Skills & Technology (SST). The course focused on the introduction and practice of the types of academic tasks students can, and should, expect to encounter during their time at PCS. Finding that it was an important part of a successful adjustment to the PCS program, the SST course became mandatory for incoming 7th graders in the next school year.

PCS participates in the nationwide WEB ("Where Everyone Belongs") Program, an organization whose purpose is to help students feel more comfortable as well as help them achieve success in their first year of PCS. The WEB 7th grade orientation and transition program is designed to both welcome and support 7th graders by assigning them a high school WEB Leader as a mentor during this first year. This WEB Leader is a responsible older student who was hand selected from a large pool of applicants and has met the qualifications of being a good role model and a positive leader on our campus.

2011-2015 Diversity Plan and Progress

The 2011-2015 Diversity Plan identified five measures PCS would evaluate and pursue.[11] Those measures, and the progress made on each, is as follows:

1.Continued Improvement of Outreach Efforts. The PCS Community Outreach program has continued to find new ways to reach diverse communities. In 2014, PCS established a tutoring program with Barrios Unidos. Children in grades kindergarten to 12th grade who participate in Barrios Unidos are transported to PCS two days a week, where students provide tutoring and PCS staff provide academic assessments. During the 2014-2015 school year, approximately 20 students from the Beach Flats community participated. During the 2015-2016

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[11]

year, about 20 students from Beach Flats and an additional 20 students from the Live Oak community participated and there was a waitlist of about the same numbers from each community to join the program, the total number participating being limited due to transportation issues. The program has been a tremendous success, although Barrios Unidos has found it challenging to continue transportation funding.[12] In conjunction with the tutoring program, PCS has been involved in potluck community events with Barrios Unidos parents. The events have been at both PCS and in the Beach Flats Community Center.[13] Through both the tutoring program and the community events, families who might not have even been aware of PCS have now been introduced to PCS in a positive and welcoming manner, and some of those families have applied for the PCS lottery.[14]

2.<u>Improvement and Refinement of Mentoring and Support of Students and Families</u>. The PCS Tutorial program was instituted in 2014 and has been widely utilized by students for academic support. During Tutorial periods, which are on Wednesdays and Thursdays, students may drop in and consult with any teacher for help in making up missed work and for extra assistance in areas where the student may be struggling. In 2015, PCS introduced the Seminar program (replacing the Advisory program) in which PCS faculty and staff teach once-a-week "courses" on topics of interest to them and students. The courses have been extremely diverse, including yoga, vegan baking, board games, creative writing, philosophy, a capella, documentary analysis, journalism, and knitting. Students select their Seminar each semester and get the opportunity to know a faculty or staff member on a more personal level. This program has been popular with students and continues the spirit of the Advisory program in that it fosters relationships between students and faculty members.

In 2015, PCS began a program called the AP Base Camp to help incoming 10th through 12th grade students prepare for the Advanced Placement (AP) courses and exams specifically and the increased academic expectations of the upper grades in general. The AP Base Camp is an 8-day program held over the summer for two hours per day. The program focuses on the skills of reading a textbook, outlining, and preparing for quizzes/assessments. Up to 50 students may enroll, and preference is given to new students as well as those recommended by teachers.

College Test Prep resources were offered for the SAT and ACT tests beginning in the 2014-2015 school year, and in 2015 these resources became free to all students. The PCS college counselor provides financial aid workshops for parents and helps families prepare the Free Application for Federal Student Aid (FAFSA).

3.<u>Evaluation and Refinement of Lottery</u>. In 2014, the PCS Board of Directors permanently adopted the FTC Lottery, based on the results of the PCS FTC Pilot Lottery Study, with amendments adopted following discussions during the COE Board of Education Trustees' Charter School Committee meeting on October 7, 2014. Pursuant to the October 2014

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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.<u>Evaluation of Possible Summer Academic Camp</u>. During the 2012-2013 school year, PCS evaluated the feasibility of offering a new academic summer camp during the summer months, for students who had completed 5th grade. The proposed camp would focus on developing basic study skills necessary for long term academic success, with an emphasis on skills appropriate to the 6th grade, and it would provide a roadmap to the PCS academic program and school culture. However, with the facility move, the logistical preparation was put on hold. This program is still being considered.

5.<u>Pursuit of Opportunities for Cultural Enrichment</u>. 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.

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Chapter V: School-wide Action Plan

Critical Learner Need 1: Develop PCS' new school site in a manner that is consistent with the school's Charter.

Rationale

After sixteen years of leasing temporary space including ten years at the current site, Pacific Collegiate School's move to a new building site is a major event in the school's history. The move presents many great opportunities. This will be the first time the school has occupied a space with a sense of permanence and ownership. In contrast to the first two locations, the new building has been specifically designed to fit PCS' educational program. Additionally, as a major remodel, we have the opportunity to move into a space that is modernized both for technology and comfort and safety.

There are many challenges associated with the new location, aside from the logistics of moving a 500 student school and all of the associated infrastructure. As we look closely at the core statements of our Charter, it will be important to ensure that our facility provides the opportunities to continue and enhance the things that make PCS unique. In particular, we need to develop a plan to have the facilities to support the Visual and Performing Arts, provide opportunities for students to engage through current technology, provide opportunities to engage in advanced and sometimes non-classroom-based educational experiences, and have open spaces for students to be active and socialize. In many ways the new building represents a significant upgrade, and in others there are gaps that need to be addressed.

School-wide Learner Outcomes Addressed

School-wide Learner Outcome 2

PCS Graduates are well-educated in the visual and performing arts.

School-wide Learner Outcome 3

PCS Graduates are technologically literate and prepared for life in the 21st Century

Action Item 1: Complete renovations and relocation to allow PCS students to begin using the new building by the end of the 2016 academic year.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Complete renovations of the building	Administration Governing Board	Deadlines established with contractors City inpsections	August 2015	City approval to occupy the building
Move furniture, equipment and resources from existing location to the new site	Administration Faculty/Staff	Contract established with moving vendor	August 2015	Beginning of occupancy
Unpack and setup new building for use by students	Administration Faculty/Staff Students Families	Dates set for adequate time between move and occupancy	August 2015	Facility ready for student use
Begin classes and utilize the new facility	Administration Faculty/Staff Students Families	Classes begin at new site	August 2015	Students occupy and utilize new facility for classes

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Action Item 2: Develop new facility that supports and advance the Mission and tradition of a strong, rich and varied visual and performing arts program for PCS students.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish dedicated traditional and digital visual arts studios/classroom spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated visual arts exhibition spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated performance classroom spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated rehearsal and performance spaces	Administration Visual and Performing Arts Department	Document program and curriculum needs Identify and locate facilities Secure funding and resources	2016 to 2017	Report to Governing Board Governing Board Approval Students utilize facilities

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Action Item 3: Create necessary computer and science labs to fully integrate 21st century technology into the school's curriculum.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish dedicated classroom space for engineering classes	Administration Math Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated classroom space for computer science classes	Administration Math Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities
Establish dedicated lab space for science classes.	Administration Science Department	Document program and curriculum needs Secure funding and resources	2015 to 2016	Report to Governing Board Governing Board Approval Students utilize facilities

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Action Item 4: Develop opportunities for students to interact with and learn from the natural resources of the school's new location.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Provide resources, space, and opportunities for students to get exercise and physical activity during the school day	Administration Faculty/Staff	Investigate opportunities for students to use the the new location's and neighborhood's resources for exercise and physical activity	2015 to 2016 ongoing	Develop curricular and co-curricular programs for exercise and physical activity
Provide resources, space, and opportunities for students to engage with, study and learn from the environment	Administration Faculty/Staff	Investigate opportunities for students to use the resources of Natural Bridges State Park during classes such as AP Environmental Science, AP Biology, Visual Arts and others	2015 to 2016 ongoing	Develop curriculum that includes use of local natural resources

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Critical Learner Need 2: Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.

Rationale

A question that continues to surface at PCS among Faculty and Staff is, "How do we know that we are doing what we say we are doing?" The national rankings we have enjoyed and the data presented in Chapter 1 demonstrate success and achievement, but we continue to ask ourselves whether these measures truly demonstrate success at fulfilling our Mission. A process like the WASC self-study is one of the opportunities that we have to try to understand how we define and measure our success. The fourth goal of our previous self-study was to "Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university." While we are confident that we are succeeding at this goal, and our students are indeed graduating prepared for college and succeeding once they get to college, we would like to be better able to measure this success. Therefore, we have retained this goal as our second Critical Learner Need and have updated the action items within the goal to better allow us to measure student progress toward college acceptance, readiness, and success once they have matriculated.

School-wide Learner Outcomes Addressed

School-wide Learner Outcome 1

PCS Graduates are prepared to enter and thrive at the world's finest colleges and universities

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Action Item 1: Provide a consistent level of academic support to students in all grades

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Align support and academic/college counseling for students from grades 7 to 12, particularly addressing the gap in support for grades 9 to 11.	Administration Leadership Team College Counselor Academic Support Specialist	Develop a written plan defining the school's counseling continuum	2015 to 2016	Report to Governing Board Update Student Handbook Update Curriculum Guide
Evaluate the need and feasibility of creating a new position of academic counselor for grades 9 to 11.	Administration Leadership Team College Counselor Academic Support Specialist	Create a report assessing the need, role, and economic feasibility of creating a new counselor position.	2016 to 2017	Report to Governing Board Approval of the Governing Board
Research and implement ways in which student support can be more effectively incorporated into the Advisory Program	Administration Challenge Success Committee Advisory Leads Faculty	Develop updated Advisory Curriculum	2015 to 2016 ongoing	Introduce new curriculum to Faculty Implement new curriculum
Continue efforts to refine message to current and prospective students about the school's expectation of students with relation to the PCS Mission	Administration, Strategic Planning Committee Challenge Success Committee Faculty	Update PCS Information Day presentations Update PCS website content	2015 to 2016 ongoing	Informational presentations for prospective families Website content for current and prospective students

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Action Item 2: Increase academic support to First-to-College (FTC) students

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish baseline metrics for FTC student academic tracking to be collected, compiled and evaluated annually	Administration Outreach Coordinator Diversity Committee Faculty	Creation of a template for data collection	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Survey parents of FTC students annually to determine effectiveness of systems and support	Administration Outreach Coordinator Diversity Committee	Create survey Compile data	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration
Analyze metrics and survey results and make adjustments to provide appropriate support for FTC Students	Administration Outreach Coordinator Diversity Committee Faculty	FTC support plan	2015 to 2016 ongoing	Annual report to the Governing Board created by the Administration

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Action Item 3: Develop a process for curricular review that supports preparing students to enter and succeed at their chosen universities.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. *As per WASC **Area of Growth #1**, explore ways broaden the choices of the five required Advanced Placement classes required for graduation. *As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.	Administration Faculty Board Parents Students	Alignment document	2015 to 2020	Charter renewal document, strategic plan and WASC report
Task curricular review process with the goal of creating consistent levels of challenge from grades 7 to 12	Administration Leadership Team Departments	Alignment document	2015 to 2016	Departments report to Leadership Team
Align curriculum to Common Core and Next Generation standards. *As per **WASC Area of Growth #4**, Integrate Common Core Standards into the curriculum as	Administration Leadership Team Departments	Alignment documents	2015 to 2016 ongoing	Departments report to Leadership Team

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they become available.				
Investigate opportunities for students to expand non-classroom based educational opportunities. *As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.	Administration Strategic Planning Committee	Develop updates to curriculum or co-curricular activities	2015 to 2016 ongoing	Administration reports to Faculty

Action Item 4: Develop a system to track and gather comprehensive data that more effectively measures graduates' progress during post-PCS academic careers

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Maintain alumni database and connections between alumni and PCS	Alumni Coordinator Administration Faculty	Annual updates to the alumni database	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board
Institutionalize and improve the alumni survey	Alumni Coordinator Administration Faculty	Evaluate bi-annual participation rates	2015 to 2016 ongoing	Alumni Coordinator gives bi-annual report Governing Board
Analyze results of alumni survey bi-annually and use data to develop an action plan for curricular review and strategic planning	Alumni Coordinator Administration Faculty	Evaluate bi-annual survey responses	2015 to 2016 ongoing	Alumni Coordinator gives bi-annual report Governing Board
Compile data about alumni college attendance, persistence, and completion	Alumni Coordinator Administration	Evaluate annual survey data	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board
Leverage school's investment alumni coordinator to enhance opportunities (online and in-person) for alumni to regularly return to PCS to help current students make informed decisions about college and career.	Alumni Coordinator Administration Faculty/Staff	Evaluate participation and feedback	2015 to 2016 ongoing	Alumni Coordinator gives annual report Governing Board

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Areas of Growth

At the conclusion of the April 2015 visit, the WASC Visiting Committee identified four Areas of Growth for PCS. They have been added to the PCS Action Plan.

Area of Growth #1: Acknowledging the boundaries of the charter, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation.

This Area of Growth has been added to the PCS Action Plan under CLN Two, Action Item Three, First Task.

First Task: Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. As per **WASC Area of Growth #1**, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

Area of Growth #2: Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

This Area of Growth has been added to the PCS Action Plan under CLN Two, Action Item Three, First and Fourth Tasks.

First Task: Establish curricular review process/timetable that incorporates feedback from all stakeholders and corresponds with charter renewal, school-wide strategic planning and WASC review. As per **WASC Area of Growth #1**, explore ways to broaden the choices of the five required Advanced Placement classes required for graduation. As per **WASC Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

Fourth Task: Investigate opportunities for students to expand non-classroom based educational opportunities. As per WASC **Area of Growth #2**, Examine making the senior project a required capstone for all students graduating from PCS; study, assess, and evaluate how the capstone could augment the current vision of PCS.

Area of Growth #3: Evaluate more effective ways to assess student and parent opinions of PCS.

This Area of Growth has been added to the PCS Action Plan as new Action Item.

Tasks	Responsible Parties	Progress Assessments	Timeline	Progress Reports
Develop and implement a school communication plan for students, faculty and parents, as per defined by the Strategic Plan.	Administration Faculty Strategic Planning Committee	Strategic Plan interim reports	Due end of 2016 school year	Administration reports to parents and students

Area of Growth #4: Integrate Common Core Standards into the curriculum as they become available.

This Area of Growth has been further emphasized in the PCS Action Plan under CLN Two, Action Item Three, Third Task.

Third Task: Align curriculum to Common Core and Next Generation standards. As per **WASC Area of Growth #4**, Integrate Common Core Standards into the curriculum as they become available.

See pages 167 to 168

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   [ ] **Action**   [X] **Information**

TO: Santa Cruz County Board of Education

FROM: Cristine Chopra, Executive Director, S4C

SUBJECT: Santa Cruz County College Commitment (S4C)

BACKGROUND

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 facilitates and organizes a variety of countywide programs and activities such as annual elementary and middle school visits to colleges, ongoing teacher professional development for mathematics and counseling, and cross-institutional mathematics articulation efforts.
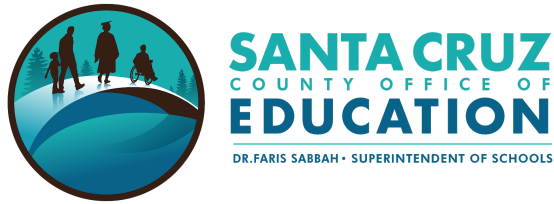
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FUNDING IMPLICATIONS

Listed in following documents.

Board Meeting Date: October 17, 2019   **Agenda Item**: #7.2

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019 ☐ Action ☒ Information

TO: Santa Cruz County Board of Education

FROM: Jennifer Izant Gonzales, Project Director, Alternative Education

SUBJECT: Santa Cruz County Court and Community Schools Local Indicators Dashboard Report

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BACKGROUND

The Board is requested to review information on how the Santa Cruz County Court and Community Schools are meeting the requirements for the Dashboard Local Indicators.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FUNDING IMPLICATIONS

None.

California School Dashboard
Local Indicators Report
October 17, 2019

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

Local Indicators Background

- The Dashboard is a 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 the LEA directly and must be reported to the local governing board.

Local Indicator Requirements

In order to meet each standard, LEAs are required to:

- Annually measure progress on state-selected local indicators, utilizing provided, online self-reflection tool
- Report Results to local governing board
- Post results via the California School Dashboard

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	Survey focused on promising practices in family engagement including: building relationships, building partnerships for student outcomes, and seeking input for decision-making
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

Priority 1: Basic Services and Conditions

✔ Facilities

✔ Materials

✔ Teacher Assignments

MET

Priority 2: Implementation of Academic Standards

Current Curriculum and Instruction Focuses:

✔ Reading and Writing Across the Curriculum

✔ Common Core Mathematics

✔ Next Generation Science Standards

✔ Exploring and implementing the History Social Science Framework

MET

Priority 3: Parent Engagement

Annual Parent Survey Measuring Decision-making and Parent Engagement

- 77%   I have opportunities to participate in my student's Education and 13% responded neutrally
- 72%   I am informed about what my child needs to graduate and 23% responded neutrally

Student-family-teacher conferences occur at sites, and teachers are reminded to make frequent home communication a priority.

MET

Priority 6: School Climate

- School Safety
- Risky Behaviors
- School Connectedness
- School Engagement

MET

Priority 7: Access to a Broad Course of Study

Planned Actions:

1. Assign instructional assistants to serve in programs with high concentrations of unduplicated students

2. Increase CTE pathway offerings and dual enrollment and bring awareness to staff

3. Offer after-school tutoring, paying closest attention to unduplicated students and those with exceptional needs.

4. Increase professional learning opportunities for staff that include Math, Science Convergence, the EL Roadmap, the Arts, and social-emotional Learning.

5. Participate in the Santa Cruz County-wide Science Initiative,, Next Generation Science Standards

MET

Priority 9: Coordination of Services for Expelled Youth

✔️ Collaborative plan in place through 2021

MET

Priority 10: Coordination of Services for Foster Youth

The Foster Youth Coordinating Program provides case management for each foster youth in the county. Additionally, the FYCP provides outreach and training to districts in order to assist them in supporting foster youth. The program is considered to be extremely successful and is a statewide model.

MET

California School Dashboard
Local Indicators Report

October 17, 2019

Report to Board:
Dashboard Local Indicators
SCCOE Alternative Education Program
October 17, 2019

California School
DASHBOARD

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

1

Dashboard and Local Indicators Background

Alternative Education will receive a dashboard for the second time this December, 2019. 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 Alternative School Status DASS schools will be released in December 2019 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**

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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	Survey focused on promising practices in family engagement including: building relationships, building partnerships for student outcomes, and seeking input for decision-making
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 repairs necessary to keep the schools in 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.

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Priority 2: Implementation of Academic Standards

This Indicator Provides a reflection tool with four 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			✔		

5

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			✔		

6

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		✔			

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				✔	
Identifying the professional learning needs of individual teachers				✔	
Providing support for teachers on the standards they have not yet mastered			✔		

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 creating engaging common interdisciplinary curriculum, as well as a myriad of content specific learning options, and social-emotional learning. Our teachers have opportunities to collaborate throughout the year, this year we are emphasizing equity and peer coaching.

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Priority 3:Parent Engagement

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

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

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Building Relationships	1	2	3	4	5
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				✔	
Rate the LEA's progress in creating welcoming environments for all families in the community.				✔	
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				✔	
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				✔	

8

Building Partnerships	1	2	3	4	5
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				✔	
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			✔		
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				✔	
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				✔	

Seeking Input	1	2	3	4	5
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				✔	
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				✔	

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Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			✔		
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			✔		

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 during the 2018-2019 school year.

In order to measure parent engagement in being informed, we asked parents if they "felt informed about their student's academic progress." Seventy-two (72) percent of parents responded that they did. 23% responded neutrally.

In order to measure parent participation in their student's educational program, we asked parents if they have opportunities to "participate in their student's educations" Seventy-seven (77) percent of parents responded positively, and thirteen percent (13) were neutral. Open-ended responses from parents included requests for: more frequent phone updates, parent nights, and opportunities to share expertise. As a result, we have increased parent engagement nights, we are starting a parent learning series , and teachers are reminded to make frequent home communication a priority.

The Santa Cruz County Office of Education chose to conduct annual local parent surveys and focus groups 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.

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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 during the 2018-2019 school year. 97% of students were reported to have a high to moderate level of school connectedness based on the applied CHKS formula. Additionally, 83% of students agree that they feel safe at school, with 15% responding neutrally.

It should be noted, however, that 12% of students reported having been bullied or harassed during the year. Additionally, 12% reported having seen a weapon on campus over the past 12 months and 14% reported having been high or drunk at school at some point over the past 30 days.

84% of students agree that they experience strong caring relationships with adults 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. 45% reported meaningful participation in school. It should be noted that this is higher than all traditional schools in the county and speaks to the need to focus on engagement in our schools. .

Planned and in-progress actions include:
1. Continue sustaining our strong counseling cohort through monthly meetings.
2. Contracting with Children's Behavioral Health for acute-case therapy.
3. Implementation of Restorative Practices across all school sites.
4. Partnering with local organizations such as Mountains to Sea and Food What?! to provide engaging learning opportunities in our community.

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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. Our programs are increasing awareness of the number of CTE pathway offerings and developing additional means for students to be able to access dual enrollment courses.

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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 Court and Community Programs operates 24 schools 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 needs. 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 our Court and Community programs are behind in credits and enroll with existing learning gaps. These gaps are 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.

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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 as well as dual enrollment throughout our school programs

3. Offer after-school tutoring, paying closest attention to unduplicated students and those with exceptional needs.

4. Participate in the Santa Cruz County Science Initiative, Next Generation Science Standards initiative.

5. Form a history, social science collaborative cohort to develop and adopt common curriculum and instruction.

6. License online learning remediation software in both math and reading.

7. Provide access to bus passes for students having difficulty getting to and from school.

8. Provide social emotional and academic counseling at all school sites.

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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.					✔

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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.

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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.					✔

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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.				✔	

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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."

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019 ☐ Action ☒ Information

TO: Santa Cruz County Board of Education

FROM: Jenny Russell, Principal Teacher, Career Advancement Charter

SUBJECT: Career Advancement Charter School (CAC) Local Indicators Dashboard Report

BACKGROUND

The Board is requested to review information on how the Career Advancement Charter School (CAC) is meeting the requirements for the Dashboard Local Indicators.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:
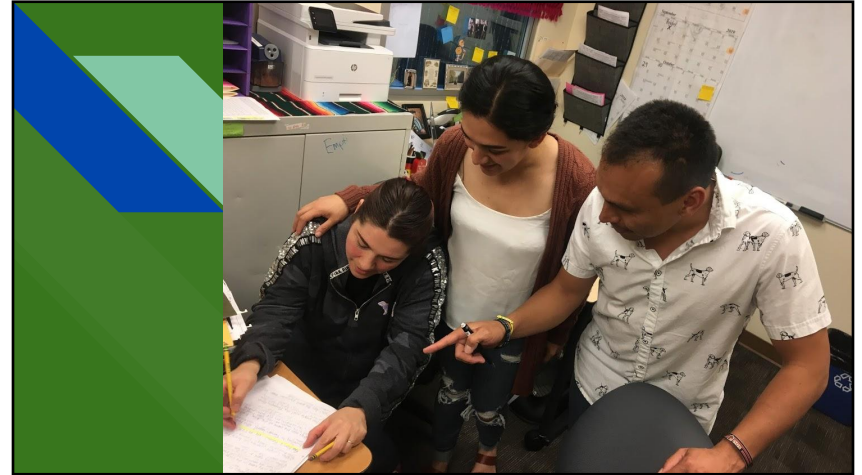
Receive presentation.

FUNDING IMPLICATIONS

None.

California School
Dashboard
Local Indicators Report
October 17, 2019

Jenny Russell, Principal

SANTA CRUZ COUNTY
CAC
CAREER ADVANCEMENT CHARTER

CAC Local Indicator - Focus Areas

1. California Adult Education Program Academic Standards measured by CASAS
2. CTEP, Employment and career training
3. Family Involvement

Local Indicator Requirements

Results posted on the <u>California School Dashboard for SCCOE-CAC</u>

- Self reflection "complete"
- State priority standards "met"

State Indicators

Priority	Indicator	State Measurement
Priority 1	Basic Services & Conditions	SBAC and ELPAC Scores
Priority 2	Implementation of the Academic Standards	Graduation Rate
Priority 3	Parent Engagement	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	Local Measurement
Priority 2	Implementation of the Academic Standards	**CASAS assessments** Minutes from CASAS, TopsPro P.D. trainings Adult Basic Education Literacy achievement data
Priority 3	Parent (Adult Student) Engagement	Site Council minutes, Attendance rosters, Student surveys
Priority 6	School Climate	Staff meeting minutes, Student surveys
Priority 7	Access to a Broad Course of Study	Completion of all HSD requirements. Career training class attendance and grades. Positive Attendance. Graduation rate

P.L.C. Day

Priority 1: Basic Services and Conditions

✔ Facilities

✔ Materials

✔ Teacher Assignments

MET

Visitors Welcome

Priority 2: Implementation of Academic Standards

Current Curriculum and Instruction Focuses:

✔ Reading and Writing Across Content Areas

✔ CASAS assessments in Job Skills Literacy in English and Math

MET

"CASAS" online assessments measure adult job skills and literacy growth

Priority 3: Family Involvement

Annual Student Survey Measuring Parent Engagement and involvement in school

- 60% of (non-jail students) need childcare* (Oct. 2019 implementation at CAC-Sequoia)
- 98% "I am informed about what I need to do to graduate."
- 84% Student report that their weekly "check-in" meetings with their teacher/case manager is helpful

MET

Family engagement means increased involvement in school

Dinner

Childcare

Priority 7: Access to a Broad Course of Study

Action: Increase access at the job training curriculum by decreasing barriers to access:

- Baby-care, *in process*
- Child-care, *yes*
- Dinner *yes*
- Provide social-emotional and academic counseling at all school sites, *yes*

MET

Priority 8: Outcomes in a Broad Course of Study

Increase enrollments in our Career and College exploration classes, workshops:
- Construction
- Culinary
- Digital Nest "Job Success!"
- ESL
- College registration and enrollment

English as a Second Language

Almost time to go home

Thank you,
Career Advancement Charter

Report to Board:
Dashboard Local Indicators
SCCOE Career Advancement Charter
October 17, 2019

Dashboard and Local Indicators Background

As with SCCOE Alternative Education, the Career Advancement Charter (CAC) will also receive a dashboard for the second time this December, 2019.

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State Indicators

Priority	Indicator	State Measurement
Priority 1	**Basic Services and Conditions**	SBAC and ELPAC Scores
Priority 2	**Implementation of academic standards**	Graduation Rate
Priority 3	**Parent (Adult Student) Engagement**	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

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Local Indicators

Priority	Indicator	State Measurement
Priority 2	Implementation of the Academic Standards	CASAS assessments, PD Minutes, TopsPro training, ABE Literacy achievement data
Priority 3	Parent Engagement	Site Council minutes, attendance rosters, student surveys
Priority 6	School Climate	Staff meeting minutes, student surveys, positive attendance
Priority 7	Access to a Broad Course of Study	Career coaching, ESL, CTEP job training class attendance

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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 Career Advancement Charter is the same as the Santa Cruz County Office of Education Court and Community Schools, and is rated "good" to "exemplary" overall. The maintenance and cleaning staff at the schools, and in the jails, 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 repairs necessary to keep the schools in 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 Career Advancement Charter, through the Alternative Education department, are highly qualified and appropriately assigned.

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Priority 2: Implementation of Academic Standards

This Indicator Provides a reflection tool with four 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			✔		

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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			✔		

6

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 (N.A.)		✔			

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				✔	
Identifying the professional learning needs of individual teachers				✔	
Providing support for teachers on the standards they have not yet mastered			✔		

Optional Narrative: The Career Advancement Charter (CAC) provides adult re-entry students access to CTEP Construction, Culinary Arts and Hospitality courses located at the Sequoia Schools site in the evenings. Additionally, all students have access to community college transition specialists who assist students with career coaching and guidance into identified career pathways through Cabrillo College.

The CAC utilizes curriculum that is closely aligned with the SCCOE Alternative

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Education program. Student achievement data will soon be measured using the California Adult Education Comprehensive Assessment System (CASAS) for Adult Students to measure adult re-entry high school student academic achievement. Beginning in November 2019, the CAC will use CASAS to assess and measure students' academic growth in the areas of job skills literacy in Math, English, Basic Skills and ESL.

The CAC 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 implementation of the CASAS job skills literacy achievement growth tools, building cultural proficiency and enhancing family involvement in our schools. Our teachers have opportunities to collaborate throughout the year.

Priority 3:Parent Engagement
(Adult Students and their Families)

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

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

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Building Relationships	1	2	3	4	5
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				✔	

Rate the LEA's progress in creating welcoming environments for all families in the community.				✔	
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				✔	
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				✔	

Building Partnerships	1	2	3	4	5
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				✔	
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			✔		
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				✔	
Rate the LEA's progress in supporting families (adult students) to understand and exercise their				✔	

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legal rights and advocate for themselves.					

Seeking Input	1	2	3	4	5
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				✔	
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				✔	
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			✔		
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			✔		

Narrative Response: All CAC staff are guided to conduct ongoing qualitative assessments of student demographics to better understand any barriers that students might experience that would impact their ability to access school resources. Overall student attendance and engagement in the primary academic classes is high, however attendance and participation in job training programs needs improvement. Student survey results identified two key barriers to access (the need for childcare, and the need for an evening meal program).

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Improved and more comprehensive collaborative partnerships have been established with stakeholders, mental health case managers, probation officers, community college and services agencies so as to better support students and families successful engagement in our learning community. Additionally, an ESL teacher, Psychology Intern, Childcare Specialist and Job Skills Digital Literacy teacher were contracted to provide enhanced literacy development, job skills training, socio-emotional support, family engagement and childcare.

The CAC gathers input from student representatives on the monthly Site Council meetings and student surveys. The most recent survey was administered administered in February 2019. Subsequently, these support systems have been put in place to include a children's play group, homework center and mindfulness storytime in the evenings at the Sequoia site. The response from students and their families has been positive overall. As a result, enrollment in the job training classes is steadily increasing.

The CAC offers high school diploma and CTEP job training courses in both county jails. The non-jail and re-entry students need a flexible program in south county that provides academic and career education. Many non-jail CAC students have a low paying job, and / or need childcare in order to be free to attend our job skills training courses.

Evening courses in Career Exploration, ESL, Job Skills, Family Involvement, and Digital Literacy learning are educational options provided to all CAC students. The elective classes offer all students opportunities to apply academic and technical skills, and develop their employability while simultaneously maintaining their daily income to support themselves and their families. All CAC students now have access to career coaching and job training opportunities. Most CAC staff are bilingual and possess strong cultural proficiency skills.

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

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actions.

Narrative: All CAC students receive individualized, goal oriented, work based and relationship focused guidance. School is designed to be positive and welcoming place for any adult learner who wishes to complete their high school diploma, regardless of race, ability, language or economic circumstances. CAC adult re-entry students respond positively to the individualized instruction model and the elective career training classes which are offered in the evenings. 96% of the students surveyed reported that they felt welcome and included in school. Students report that the intake and enrollment process is positive and encouraging.

Planned and in-progress actions include:
1. Continue to encourage students to participate in elective career training.
2. Continue to improve the family involvement child care program
3. Continue to partner with the Digital Nest.
4. Continue to partner with the Cabrillo College transition team
5.) Continue to partner with the Greater Opportunities for Adult Learners adult re-entry program

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.

Comprehensive Assessment System for Adult Students (CASAS) pre and post assessments in job skills literacy Math and English is now being used to measure

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student achievement and inform individualized instruction toward completion of the high school diploma. Individualized job skills rubrics are developed and used as self reflective tools to help students set personal career goals, design career exploration projects and monitor personal growth. 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 CTEP attendance.

We will use CASAS data to inform curriculum and instruction, including services such as ESL, and SPED resources for 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 students have access to any and all coursework needed to attain completion of the high school diploma. Materials and instruction are available in English and Spanish. All of our students have access to a broad course of study that includes content curriculum towards completion of the adult basic High School Diploma and including career coaching, college registration and job skills training.

Similar to the SCCOE Alternative Education programs, we have increased the number of students who have access to CTEP courses, however attendance could increase with increased outreach, baby-care services, and ongoing encouragement to our students.

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 SCCOE Career Advancement Charter serves adult re-entry students at six sites across the county; the Sequoia site in the evenings, Encinal, the new Santa Cruz Probation services center on Water St., the Main jail and Blaine Jail, and the Rountree R & R facility in watsonville.

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Enrollments and completions are ongoing. During the course of the school year, the CAC serves between 180 - 220 students with a graduation rate of 73%. Most CAC students arrive with a transcript from a former high school and need to finish between 20-80 credits to complete their high school diploma, however at the Sequoia site, an increasing number of recent immigrants are enrolling which is changing the academic landscape to include older EL students who arrive with few credits already attained.

As per SCCOE Alternative Ed: "Typically, our students are affected by one or more significant life challenges. Frequently, these include immigration, drug and alcohol abuse, homelessness, criminal activity, truancy, poverty, lack of fluency in English, academic failure, and various other trauma.

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.

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.) The CAC have eliminated the identified barriers to access. The CAC now offers childcare, bilingual tutoring and meal program services in order to ensure that all students have access to school
2.) Increase CTEP, ESL and job training opportunities at the CAC-Sequoia site.
3.) Provide professional development and training to certify staff to proctor CASAS assessments, and generate student achievement data reports.
4.) Provide students access to mental health services.

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*CAC 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 BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   ☐ **Action**   ☒ **Information**

TO: Santa Cruz County Board of Education

FROM: Megan Tresham, Principal, SCCCCHS

SUBJECT: Santa Cruz County Cypress Charter High School (SCCCCHS) Local Indicators Dashboard Report

BACKGROUND

The Board is requested to review information on how Santa Cruz County Cypress Charter High School (SCCCCHS) is meeting the requirements for the Dashboard Local Indicators.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FUNDING IMPLICATIONS

None.

Report to Board:
Dashboard Local Indicators
Santa Cruz County
Cypress Charter High School
October 17, 2019

Dashboard and Local Indicators Background

Santa Cruz County Cypress Charter High School (Cypress) will have a new dashboard this year, reflecting our new name and CDS number. 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 Cypress directly. Local Indicators are intended to give the LEA an opportunity to provide local context for data.

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

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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**	**Survey focused on promising practices in family engagement including: building relationships, building partnerships for student outcomes, and seeking input for decision-making**
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.**

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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 Cypress Charter High School 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 repairs necessary to keep the schools in 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 Santa Cruz County Cypress Charter High School are highly qualified and appropriately assigned.

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Priority 2: Implementation of Academic Standards

This Indicator Provides a reflection tool with four 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				✔	

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	1	2	3	4	5
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			✔		

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Visual and Performing Arts					✔
World Language					✔

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			✔		
Identifying the professional learning needs of individual teachers				✔	
Providing support for teachers on the standards they have not yet mastered			✔		

Optional Narrative: Cypress supports teachers in accessing professional development to support their learning and growth as educators. However, an area of growth is to provide more targeted learning to support teachers in their areas of need based on evaluations of their teaching and self-reflection. Our move to the Santa Cruz County Office of Education has provided access to staff development focused on creating engaging common interdisciplinary curriculum, as well as a myriad of content specific learning options, and social-emotional learning. Our teachers have opportunities to collaborate with other teachers in Alternative Education throughout the year.

Priority 3:Parent Engagement

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

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

1. Building Relationships between School Staff and Families

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2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Building Relationships	1	2	3	4	5
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					✔
Rate the LEA's progress in creating welcoming environments for all families in the community.				✔	
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				✔	
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				✔	

Building Partnerships	1	2	3	4	5
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			✔		
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			✔		

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	1	2	3	4	5
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					✔
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				✔	

Seeking Input	1	2	3	4	5
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				✔	
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			✔		
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			✔		
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement			✔		

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activities at school and district levels.					

Narrative Response:

Santa Cruz County Cypress Charter High School surveys parents annually to gather input regarding their perception of academics and services at Cypress. Questions in the survey were written to address state Priority 3 - Parent Engagement. The survey was most recently administered during the 2017-2018 school year.

In order to measure if our parents felt informed about their children's academics, we asked parents if they "felt their students were making adequate academic progress" if they believed their student was on track to graduate" and whether they knew if their students was "making progress towards a-g eligibility." The majority of respondents answered "yes" to these questions, with the lowest yes response for the a-g eligibility question. This discrepancy prompted us to hold parent/student academic meetings to review graduation and a-g requirements so parents could be more educated about the academic expectations students are required to meet.

Parents responded favorably that staff at Cypress is welcoming and supportive and available to answer questions about their students' learning. From clerical staff to the principal, counselor and teachers, parents feel that their students are known and cared for at school and that staff are quick to respond to any concerns they might have. They overwhelmingly agree that Cypress students are provided with a rigorous and relevant curriculum and have access to unique learning opportunities.

Parent participation is measured by the percentage of parents who attend events on campus such as Back to School Night. This fall, 48% of students were represented by at least one parent at Back to School Night, with higher percentages in 9th and 10th grade.

Open ended responses included multiple requests for more outreach from teachers regarding grades and student performance, as well as a desire for more learning opportunities. Parents are interested in more education about our curriculum and instruction as well as issues related to parenting teens (discipline, drug and alcohol use prevention, vaping, etc.)

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As a result of these responses, administration implemented a policy that required teachers to contact parents every two week if students met one of the following criteria:

- D of F in any class
- Missing a major project or assignment, regardless of overall grade
- Slip of more than 2 letter grades (i.e. A-C)
- Change in behavior or class participation

Teachers keep logs which are turned in every two weeks. Staff are also encouraged to reach out to parents to report positive information about student growth and achievement.

Additionally, we will be holding multiple parent education night to support parent learning.

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: Cypress administers the California Healthy Kids Survey (CHKS) every other year for 9th and 11th grade students. This survey measures student perceptions of school safety and connectedness. The most recent survey was administered in the Spring of the 2018-19 school year.

Most recently this survey was administered during the 2018-2019 school year. The majority of students surveyed reported high levels of school engagement and support.
- 68% of 9th grade students and 75% of 11th grade students were reported to have a high to moderate level of school connectedness based on the applied CHKS formula.
- 75% of 9th graders and 64% of 11th graders reported feeling academically motivated.
- 70% of 9th graders and 87% of 11th graders reporting caring relationships with at least one adult at school.
- 78% of 9th graders and 96% of 11th graders agreed or strongly agreed that adults at school hold high academic expectations.

While students reported strong feelings of school safety, the number reporting feeling bullied or harassed is cause for concern.
- 92% of surveyed students agree that they feel safe at school.
- 71% of 9th graders and 23% of 11th graders reported experiencing harassment or bullying in the last year.
- 52% of 9th graders and 42% of 11th graders reported having had mean lies or rumors spread about them.

Of greatest concern is the number of students who report chronic sadness/hopelessness and the number who have considered suicide.

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- 64% of 9th graders and 54% of 11th graders have experienced chronic sadness/hopelessness.
- 32% of 9th graders and 35% of 11th graders have considered suicide.

Planned and in-progress actions include:

1. Anti-bullying curriculum in 9th grade classes
2. Continued focus on Restorative Justice Practices including Circles of Support and Accountability (COSA) for students who are struggling academically, emotionally or to address concerning behavior.
3. Continued utilization of community resources to support students' mental health and wellness and to provide education regarding drugs and alcohol use, sexual health, suicide prevention, etc.

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), PSAT in grades 9-11, monitoring of Cabrillo Dual-Enrollment course completion, attendance and suspension rates, CAASPP results, and growth on the MDTP Math assessment across all grade levels. We use our student information system to organize and disaggregate the data to ensure equal access for all students,

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including unduplicated students and individuals with exceptional needs.

All of our students have access to a broad course of study. Our graduation requirements are inline with the University of California's a-g course requirements. We offer Advanced Placement and Honors course as well as our standard college-prep courses. All students must complete a rigorous course of study to graduate from Cypress, including

- 3 years of Math
- 2 years of World Language
- 4 years of English
- 2 years of Science
- 3 years of Social Science
- 1 year of Visual Art
- Multiple college prep electives

We recognize the need to provide additional support services to English Learners and students with IEPs in order to support their academic growth and to teach skills necessary to pass academically challenging courses. We offer academic tutorial classes every day for students who need the extra support and skill building. We continue to increase the number of students seeking dual-enrollment at Cabrillo and are working to develop systems to track and support these students. We are also in the planning stages of a new Arts CTE Pathwayto begin in Fall 2020.

Cypress Charter High School seeks to offer a personalized education for students seeking an alternative to the bigger comprehensive schools. Our students report high levels of depression and anxiety and often these issues are the reason they choose to enroll at Cypress. Knowing our population, we place a strong emphasis

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on the emotional health and wellness of our students and provide access to counseling and support services (both in house and through referrals). We provide multiple academic supports so students don't slip through the cracks. Due to our small size we are able to adapt to the unique needs of our students without sacrificing the rigor of our academic program.

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

1. Hire an instructional aide to support students with Individualized Educational Plans (IEP) and Section 504 plans.

2. Provide a CTE pathway on campus and work with the Santa Cruz COE to enroll more of our students in pathways at other campuses.

3. Continue our focus on dual enrollment at Cabrillo and develop systems to support and track these students.

4. Continue to emphasize the importance of attending tutorial for academic support.

5. Participate in the Santa Cruz County Science Initiative, Next Generation Science Standards initiative.

6. Develop a common Language Arts assessment to track student's growth in writing.

7. Continue to provide social emotional and academic counseling.

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   ☐ **Action**   ☒ **Information**

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Countywide Data Integration Initiative

BACKGROUND

The County Office of Education is embarking on an effort to create a countywide warehouse that would house student data from birth to career. This data will allow the Santa Cruz COE and other providers to improve the delivery of services for students. It would require obtaining consent from parents and data sharing agreements from a variety of partners. In accordance with the Board's request at the August 15, 2019 meeting, the Superintendent will present additional details about the project and projected costs.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive presentation.

FUNDING IMPLICATIONS

Listed in following documents.

Slide 1

Santa Cruz COE's
Data Initiative
Supporting ALL through Data-Informed Decision Making

County Board of Education Meeting - 10/17/19
Dr. Faris Sabbah & Jason Borgen

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

1

Slide 2

Current Landscape

- When a student moves between districts - only the data within the Cumulative folder is shared
- When a student enrolls in Kindergarten, little to no 0 to 5 information is provided to the school
- Countywide trends are difficult to gather and study
- Limited support from COE - COE doesn't have access
- Strategies, reporting, and disaggregating not standardized across county
- K-12 Data - Only

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Slide 3

Siloed Data Systems - Cradle to Career

0-5 — **K-5** — **6-12** — **Post-Secondary/Career**

PK World
Data systems vary (i.e, iPinwheel)- no access is provided to K-12 - educators/schools at K-12 need to begin initial data collection, though data does exist

Elementary World
Data systems vary and attempt to integrate to Student Information Systems - If only K-6/8 district student information and data elements usually are not moving to the secondary district (ie., Bonny Doon to Mission Hill)

Secondary World
Data and assessments are usually implemented and available in data warehouse - may or may not be utilized to disaggregate and and create easy to use tools for informed decision-making - data may not be fully longitudinal

Post-Secondary/Career World
National Student Clearinghouse is a separate data warehouse used to track students post K-12, but difficult to analyze trends as not integrated

3

Slide 4

Data Needs for School Districts

- Early Warning System for students falling behind
- Information to inform decisions
- Ongoing monitoring
- Relevant information to support interventions, placement, and oversight
- Ongoing support and data analytics best practices

4

Data Equivalence of Wrap Around Services

Individual Level
Better Data = Better Services =
Student Success & Wellbeing

Systems Level
Better Data = More Actionable
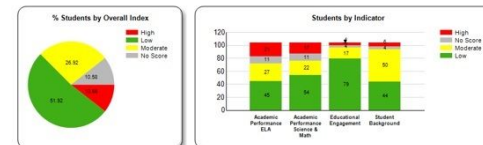Knowledge = Continuous
Improvement

5

Scale Data - School Sites, District, & County Trends

6

Evaluation Process

The Santa Cruz COE reviewed several data systems. We narrowed our results to 3 comprehensive data analytic tools that provides:

- Student Information Pages
- Customized Dashboards
- Agnostic to SIS and assessments
- Granular permissions
- High standards around privacy and security of data

Ease of Use - Functionality - Experience - Price

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Kern County Office of Education - Started Last Year

AUG 12 2018 **DATA CENTER**

Q&A: Kern County School Administrators on the Data–Driven Student Success

How a nine–district pilot promises to close the achievement gap by providing early warnings, illuminating what's working and transforming education.

by Jacquelyn Bengfort

Jacquelyn Bengfort is a freelance writer based in Washington, DC. A social anthropologist by training, she writes on topics from education to the military, gender to fictional post-apocalyptic worldscapes.

Nine school districts in Kern County, Calif., are participating in a pilot project designed to keep kids on the path to success, from kindergarten to career.

The Kern Integrated Data System will securely gather existing data streams, analyze that data and present it in dashboards to help educators and administrators ensure all students reach their full potential.

https://sccoe.link/kerncoe

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Slide 9

Dashboards

Visually appealing dashboards let teachers and administrators do high-level overviews or analyze individual student data, all with just a few clicks.

Assessments

Your standardized and local assessment data is all here in one location with intuitive reporting tools that make it simple to compare, analyze, and present in a variety of formats.

Custom Cohorts

Are your interventions effective? Find out for certain by creating custom cohorts on the fly and monitoring outcomes over time.

Early Warning

The power of predictive analytics will help ensure the success of your most vulnerable students.

Data Security

Protection of student data is crucial to DataZone's successful operation and your peace of mind, so we work diligently to ensure that all data in our care is secure, confidential, and private.

Support

Our team of experts is ready to guide you when you join DataZone, and they'll make sure you have all the help you need as you start using this powerful new tool. And, you'll have regular opportunities to share successes and challenges with your professional colleagues in the DataZone User Group.

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Slide 10

A Countywide Birth to Career Data System

Dashboards / Analytics

| 0 to 5 | K-12 Data | Post Secondary Adult Learning |

0 to 3   Programs
          Childcare
3-4   Preschool

All information in Student Information System and Assessment Data

College Entry / Completion
Adult Learning Opportunities

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Slide 11

Data Zone - Santa Clara County Office of Education Partnership

- ALL IMPLEMENTATION COSTS WAIVED - Chan Zuckerberg Initiative for greater Bay Area ($50,000/district savings)
- $3/student total costs annually
- Santa Cruz COE seeds costs for year 1 for all districts - Districts take over costs year 2 and beyond
- Data privacy agreement with known education agencies (Santa Clara and Santa Cruz COE)
-

Santa Clara County Office of Education
CLOUDZONE
DATAZONE

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Slide 12

Baby Gateway Program

FIRST 5
SANTA CRUZ COUNTY

- Access to 90% of newborns in Santa Cruz County
- Universal Consent would allow us create a profile and begin collecting data

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Costs

Item	2019-20	2020-2021	2021-2022
Baby Gateway Contract	$50,000	$75,000	$75,000
Data System	$0 - Pilot with AltEd	$120,000	$3,000
Implementation Cost	$0 (Covered by CZI)	$0 (Covered by CZI)	$0 (Covered by CZI)
Staff Cost		$50,000	$50,000
Total	**$50,000**	**$250,000**	**$128,000**

Santa Cruz COE's Data Initiative - Branded As...

NEXUS

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Approach

Phase 1   Get to know tool Internally
           Contract with First 5 Baby Gateways

Phase 2 - onboard 2-3 districts
           Begin obtaining Universal Consents at Birth

Phase 3 - customize dashboards view based on input

Phase 4- onboard districts

Phase 5 - evaluate and revise

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   ☐ **Action**   ☒ **Information**

TO: Santa Cruz County Board of Education

FROM: Santa Cruz County Board of Education

SUBJECT: Review of Board Reimbursement Policy BB9250

BACKGROUND

The Board will review and discuss Board Bylaw 9250 regarding Compensation and Reimbursements for Expenses.

This item will first include the board's current policy on the topic followed by California EDC § 1090.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Review and discuss bylaw.

FUNDING IMPLICATIONS

Listed in following documents.

The Santa Cruz County Board of Education and the Santa Cruz County Office of Education recognize that participation in and attendance at conferences, seminars, workshops and education related meetings is a primary means of affording Board trustees the opportunity to update necessary skills and to network with other professionals.

COMPENSATION

Each member of the County Board of Education who actually attends the regularly scheduled board meetings held in any calendar month shall receive as compensation for his or her services a sum not to exceed two hundred dollars ($200) per month (E.C. 1090(a)(4)).

A member of the County Board of Education may be paid for any meeting for which he or she is absent if the Board by resolution duly adopted and included within its minutes finds that at the time of the meeting the absent board member was performing services outside the meeting on behalf of the Board, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. (E.C.1090(d)).

Each member of the Santa Cruz County Board of Education who uses his or her privately owned automobile in the discharge of necessary official duties as a member of the County Board of Education, shall be allowed the same mileage reimbursement rate as that allowed to employees of the County Office of Education who use privately owned vehicles in the performance of their duties for the County Office of Education. (E.C.1090(e)).

Board members are encouraged to be involved in other community and education-related activities, committees and organizations; however, only mileage expenses are reimbursable.

TRAVEL AND CONFERENCE EXPENSES

The Board shall be reimbursed for any actual and necessary, preapproved travel expenses incurred in the course of their duties upon submission of original itemized receipts (E.C. 1081). Travel includes attendance at any of the following: workshop, seminar, convention, conference or other meeting of benefit to the County Office of Education. The County Board of Education may select a member or members of the Board to attend meetings or conventions of any society, association or organization for which the Board has subscribed for membership. (E.C. 1096)

An amount not to exceed $2,000.00 shall be available each fiscal year to each member of the Board for conference and travel. In-county mileage reimbursement shall be included in the $2,000.00 travel allocation. If a Board member elects not to use his or her full allocation, the Board, as a body, may designate the intended or actual unused funds to other Board members for travel and conference. Unused travel funds will not be carried forward.

Members of the Board who have been designated or elected as an officer or delegate to a regional or state organization of which the Santa Cruz County Board of Education is a member, shall be allocated an additional $1,000.00 each fiscal year against which reimbursement shall be separately monitored.   The allocation shall coincide with the Board member's term of office on the regional or state organization.

If travel is expected to involve costs to the County Office of Education other than mileage, a Travel Request Form shall be prepared by the Board member and shall include a detailed cost estimate. The County Superintendent of Schools shall approve the Travel Request form as appropriate.

Board members are encouraged to submit all travel claims and mileage reimbursement claims no later than the month following approved travel.

Legal References: E.C. §§ 1090(a)(4), 1090(b), 1090(d), 1090(e), 1081, 1096

Adopted 4/17/2014

State of California

EDUCATION CODE

Section 1090

1090. (a) The board of supervisors may allow, as compensation, to each member of the county board of education a sum not to exceed the following amounts:

(1) In any class one county, each member of the county board of education who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed six hundred dollars ($600) per month.

(2) In any class two county, each member of the county board of education who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed four hundred dollars ($400) per month.

(3) In any class three county, each member of the county board of education who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed three hundred dollars ($300) per month.

(4) In any class four county, each member of the county board of education who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed two hundred dollars ($200) per month.

(5) In any class five, class six, class seven, or class eight county, each member of the county board of education who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed one hundred sixty dollars ($160) per month.

(b) Any member who does not attend all meetings held in any month may receive as compensation for his or her services an amount not greater than the maximum amount allowed by subdivision (a) divided by the number of meetings held, and multiplied by the number of meetings actually attended.

(c) The amount of compensation shall be determined by the county board of supervisors, or, in a county having a fiscally independent county board of education, by the county board of education.

(d) A member of a county board of education may be paid for any meeting for which he or she is absent if the board by resolution duly adopted and included within its minutes finds that at the time of the meeting he or she was performing services outside the meeting on behalf of the board, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.

(e) There may also be allowed to each member who uses a privately owned automobile in the discharge of necessary official duties as a member of the county board of education, the same amount as allowed by any county official in the performance of his or her official duties. The mileage rate allowed in this section shall be based on the total mileage claimed in a calendar month.

(f) For purposes of this section, the classification of counties shall be determined pursuant to Section 1205.

(g) On an annual basis, the county board of education may increase the compensation of individual board members beyond the limits delineated in this section, in an amount not to exceed 5 percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the county board of education. This action may be rejected by a majority of the voters in that county voting in a referendum established for that purpose, as prescribed by Chapter 2 (commencing with Section 9100) of Division 9 of the Elections Code.

(Amended by Stats. 2006, Ch. 588, Sec. 1. Effective January 1, 2007.)

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **Oct. 17, 2019**   [X] **Action**   [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Community Outreach & Legislative Committee

SUBJECT: Resolution #19-16 regard Gann Appropriations Limit

BACKGROUND

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

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve Resolution #19-16.

FUNDING IMPLICATIONS

Listed in following pages.

Unaudited Actuals
Fiscal Year 2018-19
County Office Appropriations Limit Calculations

Santa Cruz County Office of Education
Santa Cruz County

44 10447 0000000
Form GANN

	2018-19 Calculations			2019-20 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA	**2017-18 Actual**			**2018-19 Actual**		
(2017-18 Actual Appropriations Limit and Gann ADA are from county's prior year Gann data reported to the CDE. LCFF data are from the 2017 annual LCFF Target Entitlement Exhibit.)						
PRIOR YEAR APPROPRIATIONS LIMIT						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)]), not to exceed A6). Excess is added to Other Services portion.	10,946,999.73		10,946,999.73			11,533,839.65
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	4,326,424.59		4,326,424.59			4,558,352.86
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D17, PY column)	15,273,424.32		15,273,424.32			16,092,192.51
PRIOR YEAR GANN ADA						
4. Program ADA (Preload/Line B3, PY column)	834.15		834.15			861.01
5. Other ADA (Preload/Line B4, PY column)	32,436.62		32,436.62			31,659.82
PRIOR YEAR LCFF						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, 2017-18 Annual County LCFF Calculation)	11,578,317.00		11,578,317.00			11,578,317.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, 2017-18 Annual County LCFF Calculation)	4,575,931.00		4,575,931.00			4,575,931.00
ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA	**Adjustments to 2017-18**			**Adjustments to 2018-19**		
ADJUSTMENTS TO PRIOR YEAR LIMIT						
8. Reorganizations and Other Transfers						
9. Temporary Voter Approved Increases						
10. Less: Lapses of Voter Approved Increases						
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ([Lines A1 divided by A3] times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
ADJUSTMENTS TO PRIOR YEAR ADA (Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA						
15. Adjustments to Other ADA						
B. CURRENT YEAR GANN ADA						
CURRENT YEAR PROGRAM ADA	**2018-19 Annual Report**			**2019-20 Annual Estimate**		
(2018-19 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the COE)						
1. Total County Program ADA (Form A, Line B1d)	861.01		861.01	835.00		835.00
2. Total Charter Schools ADA (Form A, Line C2d plus C6d)	0.00		0.00	0.00		0.00
3. Total Current Year ADA (Lines B1 through B2)	861.01	0.00	861.01	835.00	0.00	835.00
	2018-19 P2 Report			**2019-20 P2 Estimate**		
CURRENT YEAR DISTRICT ADA						
4. Total District Gann ADA (District Form GANN, Line B3)			31,659.82			31,546.64
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	**2018-19 Actual**			**2019-20 Budget**		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	61,767.54		61,767.54	63,799.00		63,799.00
2. Timber Yield Tax (Object 8022)	16,064.96		16,064.96	13,397.00		13,397.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	204.00		204.00
4. Secured Roll Taxes (Object 8041)	10,761,585.19		10,761,585.19	11,210,760.00		11,210,760.00
5. Unsecured Roll Taxes (Object 8042)	229,260.18		229,260.18	237,875.00		237,875.00
6. Prior Years' Taxes (Object 8043)	24,936.61		24,936.61	25,656.00		25,656.00
7. Supplemental Taxes (Object 8044)	326,990.06		326,990.06	295,132.00		295,132.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	224,097.72		224,097.72	187,164.00		187,164.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	1,898.85		1,898.85	0.00		0.00
10. Receipts from County Bd. of Supervisors (Object 8070)	0.00		0.00	0.00		0.00
11. Other In-Lieu Taxes (Object 8082)	3,899.33		3,899.33	0.00		0.00
12. Comm. Redevelopment Funds (Objects 8047 & 8625)	1,886,822.94		1,886,822.94	1,169,002.00		1,169,002.00
13. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
14. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
15. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00

Unaudited Actuals
Fiscal Year 2018-19
County Office Appropriations Limit Calculations

Santa Cruz County Office of Education
Santa Cruz County

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Form GANN

	2018-19 Calculations			2019-20 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
16. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C16)	13,537,323.38	0.00	13,537,323.38	13,202,989.00	0.00	13,202,989.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	13,537,323.38	0.00	13,537,323.38	13,202,989.00	0.00	13,202,989.00
EXCLUDED APPROPRIATIONS						
20. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			328,889.86			344,710.45
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			328,889.86			344,710.45
STATE AID RECEIVED (Funds 01, 09, and 62)						
25. LCFF - CY (objects 8011 and 8012)	17,068,604.20		17,068,604.20	18,561,304.00		18,561,304.00
26. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	17,068,604.20	0.00	17,068,604.20	18,561,304.00	0.00	18,561,304.00
DATA FOR INTEREST CALCULATION						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	60,593,958.96		60,593,958.96	55,356,505.84		55,356,505.84
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	538,851.07		538,851.07	350,000.00		350,000.00

	2018-19 Actual	2019-20 Budget
D. **APPROPRIATIONS LIMIT CALCULATIONS** **PRELIMINARY APPROPRIATIONS LIMIT**		
1. Revised Prior Year Program Limit (Lines A1 plus A12)	10,946,999.73	11,533,839.65
2. Inflation Adjustment	1.0367	1.0385
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)	1.0322	0.9698
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)	11,714,184.52	11,616,160.12
5. Revised Prior Year Other Services Limit (Lines A2 plus A13)	4,326,424.59	4,558,352.86
6. Inflation Adjustment	1.0367	1.0385
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)	0.9761	0.9964
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)	4,378,007.99	4,716,807.59
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)	16,092,192.51	16,332,967.71
APPROPRIATIONS SUBJECT TO THE LIMIT		
10. Local Revenues Excluding Interest (Line C19)	13,537,323.38	13,202,989.00
11. Preliminary State Aid Calculation		
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)	2,883,758.99	3,474,689.16
12. Local Revenues in Proceeds of Taxes		
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])	147,339.97	106,118.13
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)	13,684,663.35	13,309,107.13
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)	2,736,419.02	3,368,571.03
14. Total Appropriations Subject to the Limit		
a. Local Revenues (Line D12b)	13,684,663.35	
b. State Subventions (Line D13)	2,736,419.02	
c. Less: Excluded Appropriations (Line C24)	328,889.86	
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)	16,092,192.51	

California Dept of Education
SACS Financial Reporting Software - 2019.2.0
File: gann-c (Rev 05/15/2019)

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Unaudited Actuals
Fiscal Year 2018-19
County Office Appropriations Limit Calculations

Santa Cruz County Office of Education
Santa Cruz County

44 10447 0000000
Form GANN

	2018-19 Calculations			2019-20 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
15. **Adjustments to the Limit Per Government Code Section 7902.1** (Line D14d minus D9; if negative, then zero)			0.00			
If not zero report amount to: Keely Bosler, Director State Department of Finance Attention: School Gann Limits State Capitol, Room 1145 Sacramento, CA 95814						
16. Apply to Program and Other Services						
a. Program Portion of Adjustment (Lines [D4 divided by D9] times D15)	0.00		0.00			
b. Other Services Portion of Adjustment (Lines D15 minus D16a)			0.00			
c. Final Program Portion of Limit (Lines D4 plus D16a)			11,714,184.52			
d. Final Other Services Portion of Limit (Lines D8 plus D16b)			4,378,007.99			
SUMMARY	**2018-19 Actual**			**2019-20 Budget**		
17. **Adjusted Appropriations Limit** (Lines D16c plus D16d)			16,092,192.51			16,332,967.71
18. **Appropriations Subject to the Limit** (Line D14d)			16,092,192.51			

* Please provide below an explanation for each entry in the adjustments column.

Rebecca Olker
Gann Contact Person

831-466-5630
Contact Phone Number

RESOLUTION #19-16
GANN APPROPRIATIONS LIMIT

WHEREAS, in November 1979, the California electorate adopted Proposition 4, commonly called the Gann Amendment which establishes Article XIII B of the Constitution of the State of California, and

WHEREAS, the provisions of that amendment establish maximum appropriation limitations, commonly called "Gann Limits" for public agencies including school districts and County Offices of Education, and

WHEREAS, the Santa Cruz County Office of Education must establish a Gann Limit for the 2018-2019 fiscal year and a projected Gann Limit for the 2017-2018 fiscal year in accordance with the provisions of Division 9 (commencing with Section 7900) of Title I of the Government Code;

NOW, THEREFORE, BE IT RESOLVED that the governing board of the Office of the Santa Cruz County Superintendent of Schools does provide public notice that the attached calculations and documentation of the 2018-2019 and 2019-2020 Gann Limits are made in accord with applicable constitutional and statutory law and that the board does hereby declare that the appropriations in the 2018-2019 and 2019-2020 fiscal years do not exceed the limitations imposed by Article XIII B;

AND BE IT FURTHER RESOLVED that the Superintendent provided copies of this resolution along with appropriate attachments to interested citizens.

PASSED and ADOPTED by the Board of Education of Santa Cruz County on this **17th day of October, 2019** by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

_____

Dana M. Sales, President
Santa Cruz County Board of Education

_____

Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Oct. 17, 2019   [X] **Action**   [ ] **Information**

TO: Santa Cruz County Board of Education

FROM: Community Outreach & Legislative Committee

SUBJECT: Resolution #19-17 to Support Student and Community Safety

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BACKGROUND

Given the overwhelming number of school shootings that have occurred in the United States in 2019 alone, the Policy Committee will ask the Board to adopt Resolution #19-17 to Support Student and Community Safety.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Approve Resolution #19-17.

FUNDING IMPLICATIONS

None.

RESOLUTION #19-17
TO SUPPORT STUDENT AND COMMUNITY SAFETY

WHEREAS, mass school and community shootings continue to remind us that our children are the most precious and vulnerable members of our society; and

WHEREAS, thus far in 2019, our country has suffered an enduring series of mass shootings, many on or near schools; and

WHEREAS, public schools have a responsibility to provide a safe and healthy environment for students and staff, a responsibility shared by the larger community; and

WHEREAS, the unreported theft of guns increases the number of unregistered guns in our communities; and

WHEREAS, nationally, existing regulations do not cover many ways of obtaining guns, including such ways as purchase at gun shows, exchanges between individuals, gifts, and construction of home-made guns; and

WHEREAS, nationally, policies and legislation about gun regulation remain unresolved in many aspects such as background checks, interstate concealed-carry, the types of guns that may be obtained, the amount of ammunition that may be purchased, the availability of high-capacity magazines, and the production and distribution of devices that turn guns into automatic weapons; and

WHEREAS, the State of California and the federal government have provided insufficient services and funding for assisting individuals with mental health disorders including students who engage in or are targets of bullying;

NOW, THEREFORE, BE IT RESOLVED that the Santa Cruz County Board of Education supports federal and state legislation that would ban the legal ability to purchase or obtain assault weapons, automatic weapons, and high-capacity ammunition magazines, to purchase large quantities of ammunition, to transport weapons for concealed-carry into other States, and to make or possess devices that turn guns into automatic weapons; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education calls upon the federal government to enact laws that would develop a comprehensive and consistent process by which designated types of guns may be purchased or obtained and include requirements for universal background checks, gun registration, and reporting gun thefts; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education calls upon the California State Legislature and federal government to strengthen laws that would help reduce access to guns by people who are determined to be a risk of harming themselves or others; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education does not support guns on school campuses other than those carried by school resource officers or law enforcement officers; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education supports efforts in schools, the community, the State of California, and nationally to provide training in conflict resolution and ways of countering and reducing bullying; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education calls upon the California State Legislature and the United States Congress to adequately fund mental health services and record-keeping systems in schools, relevant county and state departments, and the armed services, to aid in identification of people at high risk for committing violent acts, while ensuring due process for all and avoiding scapegoating or stigmatizing groups or classes of people; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education calls upon the California State legislature and the United States Congress to adequately fund mental health services to treat and rehabilitate persons identified to have the potential to commit violent acts; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education calls upon the California State legislature and the United States Congress to adequately fund counseling, mental health services, and provision of resources, for students, families, school teachers and staff, and affected communities, in the aftermath of gun threats and gun violence in schools; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education calls upon the California State legislature and the United States Congress to require that gun owners be required to carry gun-owner liability insurance and maintain safe storage of firearms and ammunition; and

BE IT FURTHER RESOLVED that the Santa Cruz County Board of Education calls upon the California State legislature and the United States Congress to enact legislation making gun manufacturers and sellers liable for gun violence; and

BE IT FINALLY RESOLVED that the Santa Cruz County Board of Education calls upon the California State legislature and the United States Congress to provide funding to research on gun violence and public education about the effects of gun violence at schools and communities.

PASSED and ADOPTED by the Board of Education of Santa Cruz County on this **17th day of October, 2019** by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

_____

Dana M. Sales, President
Santa Cruz County Board of Education

_____

Faris M. Sabbah, Secretary
Santa Cruz County Superintendent of Schools