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

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, January 16, 2025
5:30 pm
Boardroom and/or Zoom

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

https://santacruzcoe-org.zoom.us/j/86007076463

Alternatively, join by phone using the following phone number at the time of the meeting:

Phone Number: + 1 (669) 900-6833
Meeting ID: 860 0707 6463

<u>PUBLIC COMMENT:</u>

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

To submit a comment to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to shill@santacruzcoe.org no later than 3:30 PM on January 16th. Each individual may only make one comment per topic.

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

Para enviar un comentario para ser leído en voz alta en su nombre, ya sea para un tema en la agenda o no en la agenda, envíe un comentario de no más de 300 palabras a shill@santacruzcoe.org a más tardar a las 3:30 PM del 16 de enero. Cada individuo solo puede hacer un comentario por tema.

AGENDA

1. **CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM**
   Abel Sanchez (President), Ed Acosta, Edward Estrada (Vice President), Greg Larson, Sue Roth, Bruce Van Allen, Rachel Williams
   Natalie Hofkins (Student Trustee), Ruben Marcus (Student Trustee)
   Faris Sabbah (Secretary)

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

   Motion &
   Voice Vote: Abel Sanchez (President)

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

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

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

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

   5.0.1   Minutes of the Regular Board Meeting held on December 19, 2024
   5.0.2   Budget Revisions
   5.0.3   Donations
   5.0.4   Alternative Education Court School Accountability Report Card (SARC)
   5.0.5   Alternative Education Community School Accountability Report Card (SARC)
   5.0.6   Alternative Education Career Advancement Charter School Accountability Report Card (SARC)
   5.0.7   Special Education School Accountability Report Card (SARC)

5.1   <u>**DEFERRED CONSENT ITEMS (if required)**</u>
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.   <u>**CORRESPONDENCE**</u>
Official correspondence received by the Board, if any, is included herein. Copies of correspondence received within 72 hours of the meeting will be made available at the meeting location.

7.   <u>**STUDENT TRUSTEE REPORTS**</u>
Student Trustees will report on matters, events, and activities related to the Board's goals of advocating for students, maintaining community relations, and promoting student achievement.

8.   <u>**REPORTS, DISCUSSIONS, AND PRESENTATIONS**</u>

8.1   <u>**2023-2024 Fiscal Year Annual Audit Report**</u>
The Board will be provided with the 2023-2024 final, audited, prior year financial statements, which the Santa Cruz County Office of Education is required to file with the California Department of Education and the State Controller's Office.

Presenter(s):   Liann Reyes, Deputy Superintendent, Business Services
                     Samantha Moore, Senior Associate from Eide Bailly LLP

8.2   <u>**Pacific Collegiate School Annual Diversity Update and Report**</u>
As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter Schools 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.

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

9.   <u>**NEW BUSINESS AND ACTION**</u>

9.1   <u>**Resolution #25-01 regarding Short-Term Cash Loans to Santa Cruz County School Districts**</u>
Under Education Codes 42621 and 42622, County Offices of Education have the authority, with governing board approval, to make short-term cash loans to school districts that may not meet their cash-flow needs. The Board will be asked to approve a resolution to allow Santa Cruz COE to provide short-term loans to Santa Cruz County school districts experiencing cash-flow emergencies.

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

Motion &
Roll Call Vote: Abel Sanchez (President)

9.2 **Approval of the 2025-2026 Budget Calendar**

The Board will be asked to approve the 2025-2026 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by the administration.

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

Motion &
Voice Vote: Abel Sanchez (President)

9.3 **First Reading - Board Bylaw 9320**

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

BB 9320 Meetings and Notices

Presenter(s): Abel Sanchez, Board President
Dr. Faris Sabbah, County Superintendent of Schools

Motion &
Voice Vote: Abel Sanchez (President)

9.4 **Resolution #25-02 In Support Of Senate Bill 48**

This resolution emphasizes the importance of ensuring safe, inclusive school environments by prohibiting federal immigration authorities from accessing campuses without a judicial warrant and limiting the sharing of sensitive information related to immigration enforcement.

SB 48 aligns with the Board's commitment to equitable education and supports the well-being of students and families, particularly those in immigrant communities. The Board will consider the adoption of this resolution.

Presenter(s): Dr. Faris Sabbah, County Superintendent of Schools

Motion &
Roll Call Vote: Abel Sanchez (President)

10. **SUPERINTENDENT'S REPORT**

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

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

Trustees will report on matters, events, and activities related to the Board's goals of advocating for students, maintaining community relations, and promoting student achievement.

12.   <u>**AD HOC/STANDING COMMITTEE REPORTS/ACTIONS**</u>

13.   <u>**SCHEDULE OF MEETINGS AND UPCOMING EVENTS**</u>
All meetings scheduled and approved by the Board are listed below. Specific meetings may be removed or added if so determined, pending board approval.

Santa Cruz County Board of Education
Special Meeting
January 25, 2025
9:00 a.m.

Santa Cruz County Board of Education
Regular Meeting
February 20, 2025
5:30 p.m.

14.   <u>**ADJOURNMENT**</u>
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:

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

ADA Compliance:

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

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.1

Board Meeting Date: **January 16, 2025**   [X] Action   [ ] Information

TO: County Board

FROM: Administration

SUBJECT: Minutes of the Regular Board Meeting held on December 19, 2024

BACKGROUND

Minutes of the Regular Board Meeting held on December 19, 2024

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve of the minutes

Santa Cruz County Board of Education
Regular Board Meeting
Thursday, December 19, 2024
4:00 pm
Boardroom and/or Zoom

Meeting Minutes

1. **CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM**
   Trustees Present:
   Sue Roth (President), Ed Acosta, Edward Estrada, Abel Sanchez, Bruce Van Allen, Rachel Williams, Natalie Hofkins (Student Trustee), Ruben Marcus (Student Trustee)

   Trustees Absent:
   Sandra Nichols

   Staff Present:
   Faris Sabbah (Secretary), Nick Ibarra, Dr. Jennifer Izant Gonzales, Michelle Kennedy, Melissa Lopez, Andres Ortiz, Liann Reyes, John Rice, Marcia Russell, Christina Valentin, Verenise Valentin

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

   No requests for remote attendance.

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

3. **APPROVAL OF AGENDA**
   The agenda was approved with the following edits: moving the Pacific Collegiate School Annual Diversity Update and Report to the January board meeting and moving the Retirement Recognition to before the Annual Organization (Sanchez/Van Allen, 6-0-0-1)
Ayes:	Acosta, Estrada, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	Nichols

   Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

Board Approved:

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Santa Cruz County Board of Education
Minutes, Regular Meeting
December 19, 2024

4. **PUBLIC COMMENT**
None.

5. **APPRECIATION FOR OUTGOING TRUSTEE**
Trustee Sandra Nichols' term has expired, and she will not continue to serve on the Santa Cruz County Board of Education. The Board recognized Trustee Nichols for her twelve years of dedicated service to the Santa Cruz County Office of Education and twelve years prior on the Pajaro Valley Unified School District Board.

10.1 **Retirement Recognitions**
Dr. Faris Sabbah, County Superintendent of Schools, John Rice, Executive Director of Alternative Education, and the Board recognized the important contributions of Rosa Rosas, Department Office Coordinator of Alternative Education, who retired this December.

6. **SWEARING-IN CEREMONY**
The County Superintendent of Schools, Dr. Faris Sabbah swore in the following newly elected trustees to the Santa Cruz County Board of Education:

Greg Larson, Trustee Area 3
Edward Estrada, Trustee Area 4
Rachel Williams, Trustee Area 5
Ed Acosta, Trustee Area 6

6.1 **Seating of New Officers of the Board of Trustees**
New officer Greg Larson took his seat at the dais.

Trustees Larson, Estrada, Williams, and Acosta expressed their gratitude to the board and community for their new appointments and re-election.

7. **ANNUAL ORGANIZATION OF THE BOARD**
California Education Code § 1007 establishes the terms of office and governance procedures for county boards of education. In alignment with term start dates, the board must hold annual organizational meetings to elect a president and other board positions. This meeting occurs on or after the second Friday in December.

7.1 **Nominations for President of the Board**
President Roth called for nominations for Board President.

7.2 **Election of the Board President**
A motion was made to elect Abel Sanchez as Board President (Williams/Larson, 7-0).
Ayes: Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays: None
Abstain: None
Absent: None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

Board Approved:

7.3 **Nominations for the Vice President of the Board**

President Sanchez call for nominations for Vice President.

7.4 **Election of Board Vice President**

A motion was made to elect Edward Estrada as Board Vice President (Roth/Van Allen, 7-0).

Ayes:	Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

7.5 **Appointment of Chairperson, County Committee on School District Organization**

A motion was made to appoint Sue Roth as Chairperson of the County Committee on School District Organization (Van Allen/Williams, 7-0).

Ayes:	Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

7.6 **Appointment of Representative to the Santa Cruz County School Board Association (SCZCSBA)**

A motion was made to appoint Edward Estrada as board representative on the Santa Cruz County School Board Association (SCZCSBA) (Van Allen/Larson, 7-0).

Ayes:	Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

7.7 **Establishment of Regular Meetings of the Board**

The Board discussed the timing of the regular board meetings of the County Board of Education. All trustees and student trustees participated in the discussion.

Public Comment:
Xaloc Cabanes (Staff member) shared concerns about moving the board meeting start time as meetings can go over two hours in length.

A motion was made to schedule regular board meetings on the 3rd Thursday of the month at 5:30 p.m. (Estrada/Van Allen, 7-0).

Ayes:	Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion.

Board Approved:

7.8 **Appointments to Standing Committees**

    7.8.1   Agenda Committee
            President Sanchez appointed himself and Vice President Estrada to the agenda committee.

7.9 **Appointments to Ad Hoc Committees**

    7.9.1   Board Budget Committee
            President Sanchez appointed Vice President Estrada, Trustee Larson, and Trustee Roth to the budget committee.

    7.9.2   Policy Committee
            President Sanchez appointed Trustee Williams and Student Trustee Marcus to the policy committee.

    7.9.3   Charter Schools Committee
            President Sanchez appointed himself, Trustee Roth, and Trustee Williams to the charter school committee.

    7.9.4   Community Outreach and Legislative Committee
            President Sanchez appointed Trustee Van Allen, Trustee Larson, and Trustee Hofkins to the community outreach and legislative committee.

    7.9.5   Other committee(s) as determined

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

8.0.1   Minutes of the Regular Board Meeting held on November 21, 2024
8.0.2   Budget Revisions
8.0.3   Donations
8.0.4   Surplus Items

A motion was made to approve the consent agenda as presented (Sanchez/Estrada, 7-0).
           Ayes: Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
           Nays: None
           Abstain: None
           Absent: None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion

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

Board Approved:

9. **CORRESPONDENCE**

The board recieved copies of the 2023-2024COE Annual Report.

10. **REPORTS, DISCUSSIONS, AND PRESENTATIONS**

10.2 **Pacific Collegiate School Annual Diversity Update and Report**

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter Schools 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.

This presentation was reagendized for the January 16, 2025 board meeting.

10.3 **First Interim Financial Report**

In accordance with Education Code § 1240(L), the Superintendent is required to certify the first interim financial report and present it for the Board to review in open session. Liann Reyes, Deputy Superintendent, Business Services, presented the report.

11. **NEW BUSINESS AND ACTION**

11.1 **Approve Resolution #24-44 Authorizing the COE into local agreement with the State of California**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2025-26. Dr. Marcia Russell, Associate Superintendent, Educational Services, presented the resolution.

A motion was made to approve Resolution #24-44 Authorizing the COE into local agreement with the State of California as presented (Williams/Van Allen, 7-0).

Ayes:	Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion

11.2 **Approve Resolution #24-45 School Board Recognition Month**

The Santa Cruz County Board of Education and the County Superintendent of Schools express gratitude to all public school board members in Santa Cruz County and declare January 2025 as School Board Recognition Month.

A motion was made to approve Resolution #24-45 School Board Recognition Month as presented (Van Allen/Williams, 7-0).

Ayes:	Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion

Board Approved:

11.3 **Call for Nominations to CSBA Delegate Assembly**

The CSBA Delegate Assembly sets general policy for CSBA and supports the interests of school districts and county offices of education in California. Only CSBA member county boards can nominate board members from their region. Nominees must serve on a CSBA member county board within the respective region or subregion. Delegates serve two-year terms from April 1, 2025, to March 31, 2027.

Nomination and biographical sketch forms for CSBA's Delegate Assembly are being accepted until Tuesday, January 7, 2025. The Santa Cruz County Office of Education is in Region 9. If any trustees are interested in running for election, the board must approve their nomination.

A motion was made to approve the nomination of Sue Roth (Larson/Estrada, 7-0).

Ayes:	Acosta, Estrada, Larson, Roth, Sanchez, Van Allen, Williams
Nays:	None
Abstain:	None
Absent:	None

Student Trustee Hofkins and Student Trustee Marcus voted yes to the motion

12. **SUPERINTENDENT'S REPORT**

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

13. **STUDENT TRUSTEE REPORTS**

Student Trustee Hofkins

She visited alternative education school sites with Dr. Jennifer Izant Gonzales. She noted the varying student to teacher ratios and the senior seminar class at Cypress High School.

Student Trustee Marcus

He is working on a student survey to send out focusing on educational barriers such as attendance and education pathways.

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

Trustee Larson

He has met with 33 local board members, 14 superintendent/principals, visited 12 school sites, participated in 9 onboarding meetings, attended the CSBA annual education conference, participated in three COE events, and attended two education fundraisers.

Trustee Estrada

He shared that he will be attending the ho,less memorial event at Harvey West.

Trustee Acosta

No report to share.

Trustee Van Allen

He is learning more about educator workforce housing projects.

Board Approved:

Santa Cruz County Board of Education
Minutes, Regular Meeting
December 19, 2024

<u>Trustee Williams</u>
She attended the CSBA annual conference, new trustee orientation session, participated in Inside Education, and is looking forward to graduations.

<u>President Sanchez</u>
He attended the CSBA conference and Golden Bell awards.

<u>Trustee Roth</u>
She participated in the agenda committee meeting, attended the CSBA Annual Conference, Anaheim, CSBA Golden Bell Award, CSBA County Board Breakfast and Meeting, and the SVUSD "O" Bond Celebration.

15.   AD HOC/STANDING COMMITTEE REPORTS/ACTIONS

16.   SCHEDULE OF MEETINGS AND UPCOMING EVENTS
All meetings scheduled and approved by the Board are listed below. Specific meetings may be removed or added if so determined, pending board approval.

Santa Cruz County Board of Education
Special Meeting
January 25, 2024
9:00 a.m.

17.   ADJOURNMENT
Board President Sachez adjourned the meeting at 6:43 p.m.

Board Approved:

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.2

Board Meeting Date: **January 16, 2025**   ☒ Action   ☐ Information

TO: County Board

FROM: Business Dept.

SUBJECT: Budget Revisions

BACKGROUND

Budget Revisions for Dec.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve of the revisions

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

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

MEMO

DATE: January 6, 2025

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

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

RE: December Budget Revisions

Notable changes to the budget processed during the month of December 2024 are as follows:

Unrestricted:
There were no changes to revenue for this period.

Revisions processed for unrestricted expenditures were related to re-alignment of budgets already established resulting in a net effect of zero. Contributions were increased from unrestricted funds to the Career and Adult Learning Services department for the purchase of technical classroom equipment.

The total impact of budget revisions processed in December 2024 resulted in an overall decrease to the unrestricted fund balance in the amount of ($28,355)

Restricted:
Revisions processed reflect an increase to restricted revenues in the amount of $28,195. Significant changes are as follows:

- Alternative Education Title I Part A increased allocation $ 8,983
- Alternative Education Title IV Part A allocation $19,981
- Ed Services Hewlett Grant from Santa Clara COE $ 3,000
- Student Support Services YHRT Grant decreased allocation   ($4,913)

Revisions processed for restricted expenditures were related to supplies and services to align with programmatic need and new/revised grant award allocations. Significant expenses are as follows:

- Career and Adult Learning Services technical classroom equipment $40,058
- Alternative Education Title Funds increased expenses associated with
  the increase in revenue $26,765

Budget revisions processed in December 2024 had an overall decrease to the restricted fund balance of ($11,703).

<u>Pacheco Bill Compliance:</u>
There were no professional service agreements/contracts in excess of $25,000 that required a budget revision be processed during December 2024.

Business department staff continue to communicate and work closely with department staff and managers to review revenues, expenditures, and budgets as the Second Interim 2024-25 process begins.

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

LR:ml

cc: Rebecca Olker

Santa Cruz County Office of Education
2024-25 Revised Budget

Fund 01 December Budget Revisions   44 10447
County School Service Fund   Form 01
Unrestricted and Restricted
Revenues and Expenditures by Object

	2024-25 Adopted Budget			2024-25 Revised Budget as of November 30, 2024			December 2024 Budget Revisions Processed			2024-25 Revised Budget as of December 31, 2024		
REVENUES	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND	UNRESTRICTED	RESTRICTED	TOTAL FUND
LCFF Sources	28,104,634	8,875,494	36,980,128	28,104,634	8,680,292	36,784,926	-	-	-	28,104,634	8,680,292	36,784,926
Federal Revenue	3,500,000	1,686,475	5,186,475	3,500,000	3,443,378	6,943,378	-	29,300	29,300	3,500,000	3,472,678	6,972,678
Other State Revenue	313,094	13,568,920	13,882,014	313,094	17,877,812	18,190,906	-	-	-	313,094	17,877,812	18,190,906
Other Local Revenue	3,025,566	9,587,088	12,612,654	4,288,481	10,887,210	15,175,690	-	(1,106)	(1,106)	4,288,481	10,886,104	15,174,585
TOTAL, REVENUES	34,943,294	33,717,977	68,661,271	36,206,209	40,888,693	77,094,901	-	28,195	28,195	36,206,209	40,916,887	77,123,096
EXPENDITURES												
Certificated Salaries	6,166,806	8,706,724	14,873,530	6,166,179	8,177,583	14,343,761	-	-	-	6,166,179	8,177,583	14,343,761
Classified Salaries	9,727,237	8,074,850	17,802,087	9,456,979	8,373,801	17,830,780	-	(4,500)	(4,500)	9,456,979	8,369,301	17,826,280
Employee Benefits	9,306,199	11,184,829	20,491,028	8,963,820	10,907,690	19,871,510	-	(556)	(556)	8,963,820	10,907,134	19,870,955
Books and Supplies	1,694,433	784,005	2,478,438	1,687,240	1,919,704	3,606,944	(27,443)	31,047	3,604	1,659,797	1,950,751	3,610,548
Services and Other Operating Expenditures	6,091,652	5,636,471	11,728,123	6,747,732	10,220,011	16,967,742	30,789	(1,712)	29,076	6,778,520	10,218,298	16,996,818
Capital Outlay	220,000	40,276	260,276	320,011	116,056	436,067	-	40,058	40,058	320,011	156,114	476,125
Other Outgo (excluding Transfers of Indirect Costs)	3,500,000	-	3,500,000	3,500,000	-	3,500,000	-	-	-	3,500,000	-	3,500,000
Other Outgo - Transfers of Indirect Costs	(2,067,416)	1,946,449	(120,967)	(2,544,828)	2,393,238	(151,590)	(3,346)	3,916	570	(2,548,173)	2,397,154	(151,020)
TOTAL EXPENDITURES	34,638,910	36,373,604	71,012,514	34,297,132	42,108,082	76,405,214	(0)	68,252	68,252	34,297,132	42,176,334	76,473,467
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	304,384	(2,655,628)	(2,351,243)	1,909,076	(1,219,389)	689,687	0	(40,058)	(40,058)	1,909,076	(1,259,447)	649,629
OTHER FINANCING SOURCES/USES												
Interfund Transfers												
a) Transfers In	-	-	-	55,244	-	55,244	-	-	-	55,244	-	55,244
b) Transfers Out	281,540	1,000,000	1,281,540	386,780	1,000,000	1,386,780	-	-	-	386,780	1,000,000	1,386,780
Other Sources/Uses				-	-	-	-	-	-	-	-	-
a) Sources	-	-	-	-	-	-	-	-	-	-	-	-
b) Uses	-	-	-	-	-	-	-	-	-	-	-	-
				-	-	-	-	-	-	-	-	-
Contributions	(2,019,107)	2,019,107	-	(2,415,260)	2,415,260	(0)	(28,355)	28,355	-	(2,443,615)	2,443,615	(0)
TOTAL OTHER FINANCING SOURCES/USES	(2,300,647)	1,019,107	(1,281,540)	(2,746,795)	1,415,260	(1,331,535)	(28,355)	28,355	-	(2,775,150)	1,443,615	(1,331,535)
NET INCREASE (DECREASE) IN FUND BALANCE	(1,996,263)	(1,636,520)	(3,632,783)	(837,719)	195,871	(641,849)	(28,355)	(11,703)	(40,058)	(866,074)	184,168	(681,906)
FUND BALANCE, RESERVES												
Beginning Fund Balance												
a) As of July 1 Unaudited	28,278,630	6,838,655	35,117,285	28,278,630	6,838,655	35,117,285	-	-	-	28,278,630	6,838,655	35,117,285
b) Audit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-
c) As of July 1 Audited	28,278,630	6,838,655	35,117,285	28,278,630	6,838,655	35,117,285	-	-	-	28,278,630	6,838,655	35,117,285
d) Other Restatements	-	-	-	-	-	-	-	-	-	-	-	-
e) Adjusted Beginning Balance	28,278,630	6,838,655	35,117,285	27,208,589	9,358,346	36,566,935	-	-	-	27,208,589	9,358,346	36,566,935
Ending Balance, June 30	26,282,367	5,202,135	31,484,501	26,370,870	9,554,216	35,925,087	(28,355)	(11,703)	(40,058)	26,342,515	9,542,513	35,885,029

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.3

Board Meeting Date: <u>January 16, 2025</u>   [X] **Action**   [ ] **Information**

TO: County Board

FROM: Business Dept.

SUBJECT: Donations

BACKGROUND
County Board of Education Policy 3290 requires that all gifts and donations received by programs conducted by the County Superintendent of Schools be accepted by the County Board of Education.

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

RECOMMENDATION
Accept gifts and donations as follows:

Program	Donor	Value
Special Education	Anonymous	$350

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.4

Board Meeting Date: **January 16, 2025**   [X] **Action**   [ ] **Information**

TO: County Board

FROM: Alternative Education

SUBJECT: Alternative Education Court School Accountability Report Card (SARC)

BACKGROUND

Alternative Education Court School Accountability Report Card (SARC)

The CDE has delayed the release of the necessary information to complete the documents; however, we have been advised to present the SARCs incomplete for approval as it is required by law to do so at this time.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report.

Santa Cruz County Court
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Santa Cruz County Court
Street	400 Encinal St.
City, State, Zip	Santa Cruz, CA 95060-2115
Phone Number	(831) 466-5728
Principal	John Rice, Executive Director
Email Address	jrice@santacruzcoe.org
School Website	
Grade Span	7-12
County-District-School (CDS) Code	44-10447-4430146

2024-25 District Contact Information

District Name	Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website	www.santacruzcoe.org

2024-25 School Description and Mission Statement

The Santa Cruz County Office of Education (COE) operates a robust Alternative Education department comprising of Court and Community Schools situated around the county. A snapshot of our enrollment on a given day throughout the year tends to hover between 700-800 students with a total of roughly 1,100 to 1,200 students being served annually. The mission of our program is to ensure that every student has access and supports to an educational program that suits their individual needs and aspirations. This is accomplished through a variety of educational models offered throughout the county at our various locations.

2024-25 School Description and Mission Statement

Our students enter our programs with their own history and educational experience. We take the time to learn about each student, what has worked in the past, what has not worked and what their goals are. Each student who enters our programs has an intake to get to know our program offerings and for us to learn more about the student. This process helps us transition the student into our programs. The unique needs of the student are also addressed and plans are put into place upon enrollment to connect students with team members to provide appropriate support such as special education services, coordination of foster youth support, services for students experiencing homelessness, counseling, or multilingual program support for English Learners. Students have access to a broad course of study, counseling, food, work-based learning, employment counseling, language acquisition support as needed, special education services, and an individually tailored academic experience.

We believe that the educational success of our students is dependent upon quality academic and effective programs, which are supported by a healthy organization, our students' families, and effective community partnerships. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	5
Grade 11	8
Grade 12	10
Total Enrollment	24

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	4.2
Male	95.8
Hispanic or Latino	91.7
White	8.3
English Learners	33.3
Foster Youth	8.3
Homeless	4.2
Socioeconomically Disadvantaged	100
Students with Disabilities	41.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	50.00	47.20	51.03	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.83	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.70	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	50.00	32.90	35.55	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	4.00	4.32	18854.30	6.86
Total Teaching Positions	4.00	100.00	92.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	25.00	46.80	52.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.70	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.50	15.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	75.00	27.50	31.08	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.20	0.23	15831.90	5.67
Total Teaching Positions	4.00	100.00	88.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	49.10	53.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.10	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.00	7.70	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	100.00	29.50	32.41	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	4.30	4.79	14303.80	5.15
Total Teaching Positions	4.00	100.00	91.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.00	3.00	4
Total Out-of-Field Teachers	2.00	3.00	4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, in September, the Santa Cruz County Office of Education's Governing Board holds a public meeting and passes a resolution regarding the sufficiency of textbooks and instructional materials for Alternative Education programs in English Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, and Visual and Performing Arts. To prepare for this, Alternative Education staff inventories texts at all school sites prior to the start of the school year, makes appropriate purchases, and distributes textbooks and instructional materials to each site. At the beginning of the school year, administrators conduct a survey to identify additional textbooks and instructional materials needed by teachers and deliver them from storage. Administrators then visit all sites to visually verify the sufficiency of textbooks and instructional materials in all classrooms. Textbooks and instructional materials are selected by a teacher committee and selections are based on several factors including accessibility, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Mathematics	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
History-Social Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Foreign Language	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Health	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Visual and Performing Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Santa Cruz COE The Alternative Education Programs are housed throughout Santa Cruz County. Sites are leased, except for Sequoia Schools, which is owned by the COE. Sites are clean, safe and are maintained by either the Santa Cruz COE or by the partnering agency. Santa Cruz COE makes great efforts to ensure that all schools are clean, safe, and in "Good Repair." To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

Below is more specific information on the condition of the school sites and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

- Maintenance and Repair

Santa Cruz COE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

- Cleaning Process and Schedule

Santa Cruz COE has adopted cleaning standards for all school sites. The Director of Maintenance and Operations works daily with the custodial staff to assign cleaning schedules to ensure clean and safe schools.

Overall, all sites and classrooms were in "Good Repair" and there were no high priority recommendations offered in the inspection report.

Year and month of the most recent FIT report	September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	17	--	62	60	46	47
Mathematics (grades 3-8 and 11)	0	--	43	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.00	--	18.83	14.43	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Students are provided an array of services ranging from individual job search and placement assistance, credit analysis and review, exposure to community service activities, guest speakers, and assistance with enrollment in post-secondary and other vocational training programs. We take students out in the community to facilitate job acquisition and we provide assistance in requesting applications, filling out applications, interviewing and completing new-job paperwork requirements. The Santa Cruz County Alternative Education department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the Santa Cruz COE Alternative Education department works closely with local industry to support students in finding and keeping jobs in our community. Our Work Experience Coordinator and specialists work with our Alternative Education students throughout Santa Cruz County. Students in our programs have access to individualized assistance with their resume, interview preparation, and career exploration.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. We hold staff, student, and family surveys which also provided an opportunity to discuss the coordination of other pandemic relief funding. In addition to the surveys, we hold family and community events as well as student-teacher-family conferences to amplify and honor the voices and experiences of our students. Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for our programs.

C. Engagement	State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	33.3	55.9	45.0	28.2	33.8	42.0	7.8	8.2	8.9
Graduation Rate	47.6	44.1	55.0	64.4	65.4	57.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	20	11	55.0
Female	--	--	--
Male	16	10	62.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	19	10	52.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	20	11	55.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	105	39	6	15.4
Female	14	--	--	--
Male	91	36	5	13.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	38	6	15.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	--	--	--
English Learners	29	15	2	13.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	105	39	6	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	25	14	4	28.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.12	0.39	0.73	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Santa Cruz COE Alternative Education updates and reviews its School Safety Plan annually. The plan includes a Safe School Vision, a description of the school grounds and the condition of facilities. The plan also provides school rules and regulations as well as strategies and procedures for preventing and dealing with emergency situations.

2024-25 School Safety Plan

The Santa Cruz COE Alternative Education Comprehensive School Safety Plan analyzes current school safety conditions, describes programs in place at our schools, and defines strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning. The analysis results in two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. Appendices follow the action plan. These Appendices include specific, mandated policies and procedures connected to the safety strategies and programs described within the analysis section.

The plan was developed with input from the Santa Cruz COE School Site Council and local law enforcement. The plan for the 23-24 school year was reviewed and discussed with staff in Fall 2023 and updated and approved by the board in February 2024.The timeline is the same for the 24-25 school year. The Santa Cruz COE utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual Facilities Inspections
- WASC Self-Study
- Student, Teacher, Parent Perception Surveys
- Program Course of Study
- Board Policies
- Healthy Kids Survey
- Site walk-throughs
- School Site Handbooks
- Student and Staff Interviews

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,121	$4,410	$13,711	$80,208
District	N/A	N/A	$34,349	$80,208
Percent Difference - School Site and District	N/A	N/A	-85.9	0.0
State	N/A	N/A	$10,771	$95,160
Percent Difference - School Site and State	N/A	N/A	24.0	-17.1

Fiscal Year 2023-24 Types of Services Funded

The aim of the Santa Cruz COE Alternative Education programs is not only to build academic skills, but also develop life skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. Teachers and support staff receive training in the area of mental health and supports. There are social-emotional counselors at all school sites to support students and staff. To increase services, Alternative Education has added additional counselors and contracted Encompass Youth Services and Children's Behavioral Health. We have a multilingual coordinator who works with the admin team and teachers to support curriculum and instructional needs of our students are met. The Admin team facilitates the ELAC and DELAC, working directly with parents in support of their students' education. Staff have been introduced to and are exploring the California EL Roadmap and we send a group of teachers to the countywide Multilingual Network Meetings. CTE courses are offered to students in all programs. Courses are offered in partnership with the Career and Adult Learning Services department at the Santa Cruz County Office of Education. Some students also participate in weekly internships. Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site as well as the Artist Teacher Partnership. Additional partners include the Santa Cruz Arts Council. The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Over ten schools participate in competitive

Fiscal Year 2023-24 Types of Services Funded

team sports including volleyball, basketball and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes, including Yoga.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Alternative Education leadership and staff share a strong collegial bond based on trust and shared commitment to students and each other. Every year begins with a full-day orientation where the superintendent addresses the entire County Office staff. At this time, the administrative team of Alternative Education meets with the entire staff to set the tone for the year and to outline goals regarding student achievement and professional development. Goals are determined based on student achievement data from state tests and local benchmark assessments. Orientation day allows veteran staff members to meet new staff, which begins the process of forging community. At least one other opportunity each year is provided specifically for team building. At the beginning of the year, each staff member also receives a yearlong calendar outlining the focus of each weekly staff meeting and professional development days. In addition to a calendar, a staff handbook is provided that details everything from district policy to classroom procedures, as well as testing dates and evaluation procedures.

Three full days of professional development are offered each school year. Topics depend on current PD focus areas, student and staff needs, as well as on staff interest. Interest and needs are determined by survey data, formal and informal discussions between and among administrators and staff, and by data analysis. Teachers are also encouraged and supported to attend outside professional development conferences and workshops of interest. All new teachers are provided the opportunity to clear their credential through the Santa Cruz/Silicon Valley New Teacher Project, a teacher induction program. SCSVNTP is a two-year program that involves the building of a teacher/mentor relationship and a series of New Teacher seminars designed to meet the California Standards for the Teaching Profession and facilitate development as a skilled teacher. New teachers are also mentored by a veteran teacher from Alternative Education, someone whose experience can help them with everyday operations and systems of classroom management. The mentor also facilitates visits to other alternative education sites to experience instructional strategies and management systems unique to particular alternative education student populations.

During the year, teachers and instructional aides attend weekly staff meetings. Each month, one meeting is focused on all staff, one is focused on collaboration at school sites, one is focused on Collaborative Learning Communities implementation, and in some months an additional meeting is focused on leadership teams and professional learning options. Collaborative Learning Communities (CLC) were developed for teachers to come together to learn about interactive instructional routines and curriculum. With the CLC, teachers have the opportunity to collaborate and compare instructional efforts. There is dedicated time for teachers to come together and evaluate student work, successes and challenges. Although we value our diverse and unique programs we hope that through this instructional emphasis, we can collectively focus on emphasizing effective instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.5

Board Meeting Date: **January 16, 2025**   [X] **Action**   [ ] **Information**

TO: County Board

FROM: Alternative Education

SUBJECT: Alternative Education Community School Accountability Report Card (SARC)

BACKGROUND

Alternative Education Community School Accountability Report Card (SARC)

The CDE has delayed the release of the necessary information to complete the documents; however, we have been advised to present the SARCs incomplete for approval as it is required by law to do so at this time.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report.

Santa Cruz County Community School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Santa Cruz County Community School
Street	400 Encinal St.
City, State, Zip	Santa Cruz, CA 95060-2115
Phone Number	(831) 466-5728
Principal	John Rice, Executive Director
Email Address	jrice@santacruzcoe.org
School Website	www.santacruzcoe.org
Grade Span	7-12
County-District-School (CDS) Code	44-10447-4430278

2024-25 District Contact Information

District Name	Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Dr. Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website	www.santacruzcoe.org

2024-25 School Description and Mission Statement

The Santa Cruz County Office of Education (COE) operates a robust Alternative Education department comprising of Court and Community Schools situated around the county. A snapshot of our enrollment on a given day throughout the year tends to hover between 700-800 students with a total of roughly 1,100 to 1,200 students being served annually. The mission of our program is to ensure that every student has access and supports to an educational program that suits their individual needs and aspirations. This is accomplished through a variety of educational models offered throughout the county at our various locations.

2024-25 School Description and Mission Statement

Our students enter our programs with their own history and educational experience. We take the time to learn about each student, what has worked in the past, what has not worked and what their goals are. Each student who enters our programs has an intake to get to know our program offerings and for us to learn more about the student. This process helps us transition the student into our programs. The unique needs of the student are also addressed and plans are put into place upon enrollment to connect students with team members to provide appropriate support such as special education services, coordination of foster youth support, services for students experiencing homelessness, counseling, or multilingual program support for English Learners. Students have access to a broad course of study, counseling, food, work-based learning, employment counseling, language acquisition support as needed, special education services, and an individually tailored academic experience.

We believe that the educational success of our students is dependent upon quality academic and effective programs, which are supported by a healthy organization, our students' families, and effective community partnerships. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	9
Grade 9	38
Grade 10	134
Grade 11	239
Grade 12	310
Total Enrollment	733

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	47.5
Non-Binary	0.8
American Indian or Alaska Native	1.2
Asian	1.2
Black or African American	1.4
Filipino	0.5
Hispanic or Latino	51.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.8
White	41.5
English Learners	17.9
Foster Youth	1.1
Homeless	2.2
Socioeconomically Disadvantaged	56.9
Students with Disabilities	17.7

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.70	37.22	47.20	51.03	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.83	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.70	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	22.20	60.05	32.90	35.55	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.70	4.00	4.32	18854.30	6.86
Total Teaching Positions	37.00	100.00	92.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.20	37.05	46.80	52.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.70	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	7.54	13.50	15.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18.10	54.80	27.50	31.08	11953.10	4.28
Unknown/Incomplete/NA	0.20	0.60	0.20	0.23	15831.90	5.67
Total Teaching Positions	33.10	100.00	88.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.70	38.38	49.10	53.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.10	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.26	7.00	7.70	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.80	58.29	29.50	32.41	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	4.30	4.79	14303.80	5.15
Total Teaching Positions	30.60	100.00	91.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	1.50	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.50	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	22.20	18.10	17.8
Total Out-of-Field Teachers	22.20	18.10	17.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.1	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	2.7

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, in September, the Santa Cruz County Office of Education's Governing Board holds a public meeting and passes a resolution regarding the sufficiency of textbooks and instructional materials for Alternative Education programs in English Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, and Visual and Performing Arts. To prepare for this, Alternative Education staff inventories texts at all school sites prior to the start of the school year, makes appropriate purchases, and distributes textbooks and instructional materials to each site. At the beginning of the school year, administrators conduct a survey to identify additional textbooks and instructional materials needed by teachers and deliver them from storage. Administrators then visit all sites to visually verify the sufficiency of textbooks and instructional materials in all classrooms. Textbooks and instructional materials are selected by a teacher committee and selections are based on several factors including accessibility, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Mathematics	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
History-Social Science	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Foreign Language	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Health	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0
Visual and Performing Arts	Adoption Years Vary - For complete listing of Instructional Materials contact Alternative Education administrative staff.	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Santa Cruz COE The Alternative Education Programs are housed throughout Santa Cruz County. Sites are leased, except for Sequoia Schools, which is owned by the COE. Sites are clean, safe and are maintained by either the Santa Cruz COE or by the partnering agency. Santa Cruz COE makes great efforts to ensure that all schools are clean, safe, and in "Good Repair." To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

Below is more specific information on the condition of the school sites and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

- Maintenance and Repair

Santa Cruz COE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

- Cleaning Process and Schedule

Santa Cruz COE has adopted cleaning standards for all school sites. The Director of Maintenance and Operations works daily with the custodial staff to assign cleaning schedules to ensure clean and safe schools.

Overall, all sites and classrooms were in "Good Repair" and there were no high priority recommendations offered in the inspection report.

Year and month of the most recent FIT report	September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| B. Pupil Outcomes | **State Priority: Pupil Achievement** |

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	21	30	62	60	46	47
Mathematics (grades 3-8 and 11)	8	5	43	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	262	169	64.50	35.50	29.76
Female	141	87	61.70	38.30	39.08
Male	116	78	67.24	32.76	19.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	135	84	62.22	37.78	14.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	5	35.71	64.29	--
White	106	75	70.75	29.25	41.33
English Learners	43	24	55.81	44.19	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	97	61.01	38.99	20.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	45	73.77	26.23	13.33

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	167	63.26	36.74	5.49
Female	141	88	62.41	37.59	5.75
Male	118	75	63.56	36.44	5.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	137	84	61.31	38.69	1.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	5	35.71	64.29	--
White	106	74	69.81	30.19	9.59
English Learners	43	25	58.14	41.86	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	96	60.00	40.00	2.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	43	70.49	29.51	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.28	14.58	18.83	14.43	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	257	192	74.71	25.29	14.58
Female	117	80	68.38	31.62	16.25
Male	138	111	80.43	19.57	13.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	96	75.00	25.00	2.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	111	84	75.68	24.32	27.38
English Learners	37	26	70.27	29.73	3.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	104	73.76	26.24	5.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	34	70.83	29.17	2.94

2023-24 Career Technical Education Programs

Students have an opportunity to enroll in a variety of Career Technical Education courses throughout the county. Fire Technology, Culinary Arts, Baking and Pastry, IT Essentials, Robotics, Construction Technology, and Medical Terminologies, through the COE. Students also have the opportunity to take Santa Cruz City Schools CTE courses and have taken, Auto-Mechanics, Welding, Floral Design, and Health Careers.

All COE CTE courses are articulated with Cabrillo College, so they are course 1 in a sequence that can completed at Cabrillo College. These courses are offered though the Santa Cruz COE Career and Adult Learning Services department and scheduled at different school sites throughout the county.
Fire Technology North Co.(Santa Cruz County, main office)
Fire Technology S.Co. (Watsonville Fire Station)
Culinary Arts(Mission Hil Middle School, Cabrillo College, and Sequoia Schools)
Baking and Pastry (Cabrillo College)
IT Essesntials (Scotts Valley High School, Soquel High School, and Sequoia Schools)
Robotics (Sequoia Schools)
Construction Technologies (Santa Cruz County, main office and Sequoia Schools)
Medical Terminologies (Scotts Valley Middle)

2023-24 Career Technical Education Programs

The primary representative for CTE is our Director of CTE programming in our Career and Adult Learning Services Department.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	88
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	9.29

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	100	100	100	100	100
Grade 9	94	94	94	94	94

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

The Santa Cruz COE Alternative Education department partners with our community to continuously evaluate and improve our programs. We have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. We hold staff, student, and family surveys which also provided an opportunity to discuss the coordination of other pandemic relief funding. In addition to the surveys, we hold family and community events as well as student-teacher-family conferences to amplify and honor the voices and experiences of our students. Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for our programs.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	12.5	33.2	30.4	28.2	33.8	42.0	7.8	8.2	8.9
Graduation Rate	76.6	65.7	69.6	64.4	65.4	57.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	385	268	69.6
Female	178	129	72.5
Male	204	137	67.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	198	135	68.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	162	116	71.6
English Learners	72	47	65.3
Foster Youth	--	--	--
Homeless	53	34	64.2
Socioeconomically Disadvantaged	284	191	67.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	68	39	57.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1100	985	153	15.5
Female	547	494	85	17.2
Male	544	484	68	14.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	11	5	45.5
Filipino	--	--	--	--
Hispanic or Latino	638	578	99	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	22	4	18.2
White	388	342	39	11.4
English Learners	190	177	25	14.1
Foster Youth	20	16	4	25.0
Homeless	18	17	4	23.5
Socioeconomically Disadvantaged	624	573	107	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	218	181	24	13.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	**School 2022-23**	**School 2023-24**	**District 2021-22**	**District 2022-23**	**District 2023-24**	**State 2021-22**	**State 2022-23**	**State 2023-24**
0.18	0.09	0.27	1.12	0.39	0.73	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	**School 2022-23**	**School 2023-24**	**District 2021-22**	**District 2022-23**	**District 2023-24**	**State 2021-22**	**State 2022-23**	**State 2023-24**
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.27	0.00
Female	0.37	0.00
Male	0.18	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.05	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Santa Cruz COE Alternative Education updates and reviews its School Safety Plan annually. The plan includes a Safe School Vision, a description of the school grounds and the condition of facilities. The plan also provides school rules and regulations as well as strategies and procedures for preventing and dealing with emergency situations.

2024-25 School Safety Plan

The Santa Cruz COE Alternative Education Comprehensive School Safety Plan analyzes current school safety conditions, describes programs in place at our schools, and defines strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning. The analysis results in two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. Appendices follow the action plan. These Appendices include specific, mandated policies and procedures connected to the safety strategies and programs described within the analysis section.

The plan was developed with input from the Santa Cruz COE School Site Council and local law enforcement. The plan for the 23-24 school year was reviewed and discussed with staff in Fall 2023 and updated and approved by the board in February 2024. The timeline is the same for the 24-25 school year. The Santa Cruz COE utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual Facilities Inspections

- WASC Self-Study

- Student, Teacher, Parent Perception Surveys

- Program Course of Study

- Board Policies

- Healthy Kids Survey

- Site walk-throughs

- School Site Handbooks

- Student and Staff Interviews

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	2	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	733

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$25,927	$1,795	$17,541	$80,208
District	N/A	N/A	$34,349	$80,208
Percent Difference - School Site and District	N/A	N/A	-64.8	0.0
State	N/A	N/A	$10,771	$95,160
Percent Difference - School Site and State	N/A	N/A	47.8	-17.1

Fiscal Year 2023-24 Types of Services Funded

The aim of the Santa Cruz COE Alternative Education programs is not only to build academic skills, but also develop life skills, a positive self-concept, appropriate peer relationships, and to help students become productive citizens for the future. Teachers and support staff receive training in the area of mental health and supports. There are social-emotional counselors at all school sites to support students and staff. To increase services, Alternative Education has added additional counselors and contracted Encompass Youth Services and Children's Behavioral Health. We have a multilingual coordinator who works with the admin team and teachers to support curriculum and instructional needs of our students are met. The Admin team facilitates the ELAC and DELAC, working directly with parents in support of their students' education. Staff have been introduced to and are exploring the California EL Roadmap and we send a group of teachers to the countywide Multilingual Network Meetings. CTE courses are offered to students in all programs. Courses are offered in partnership with the Career and Adult Learning Services department at the Santa Cruz County Office of Education. Some students also participate in weekly internships. Alternative Education Program partners with the William James Arts Education Program to provide a variety of arts programming at each site as well as the Artist Teacher Partnership. Additional partners include the Santa Cruz Arts Council. The Alternative Education Department participates in the Monterey Bay Alternative Athletic League. Over ten schools participate in competitive team sports including volleyball, basketball and softball. In addition to organized sports, students have the opportunity to participate in health and wellness classes, including Yoga.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Alternative Education leadership and staff share a strong collegial bond based on trust and shared commitment to students and each other. Every year begins with a full-day orientation where the superintendent addresses the entire County Office staff. At this time, the administrative team of Alternative Education meets with the entire staff to set the tone for the year and to outline goals regarding student achievement and professional development. Goals are determined based on student achievement data from state tests and local benchmark assessments. Orientation day allows veteran staff members to meet new staff, which begins the process of forging community. At least one other opportunity each year is provided specifically for team building. At

Professional Development

the beginning of the year, each staff member also receives a yearlong calendar outlining the focus of each weekly staff meeting and professional development days. In addition to a calendar, a staff handbook is provided that details everything from district policy to classroom procedures, as well as testing dates and evaluation procedures.

Three full days of professional development are offered each school year. Topics depend on current PD focus areas, student and staff needs, as well as on staff interest. Interest and needs are determined by survey data, formal and informal discussions between and among administrators and staff, and by data analysis. Teachers are also encouraged and supported to attend outside professional development conferences and workshops of interest. All new teachers are provided the opportunity to clear their credential through the Santa Cruz/Silicon Valley New Teacher Project, a teacher induction program. SCSVNTP is a two-year program that involves the building of a teacher/mentor relationship and a series of New Teacher seminars designed to meet the California Standards for the Teaching Profession and facilitate development as a skilled teacher. New teachers are also mentored by a veteran teacher from Alternative Education, someone whose experience can help them with everyday operations and systems of classroom management. The mentor also facilitates visits to other alternative education sites to experience instructional strategies and management systems unique to particular alternative education student populations.

During the year, teachers and instructional aides attend weekly staff meetings. Each month, one meeting is focused on all staff, one is focused on collaboration at school sites, one is focused on Collaborative Learning Communities implementation or home groups, and in some months an additional meeting is focused on leadership teams and professional learning options. Collaborative Learning Communities (CLC) were developed for teachers to come together to learn about interactive instructional routines and curriculum. With the CLC, teachers have the opportunity to collaborate and compare instructional efforts. There is dedicated time for teachers to come together and evaluate student work, successes and challenges. Although we value our diverse and unique programs we hope that through this instructional emphasis, we can collectively focus on emphasizing effective instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.6

Board Meeting Date: **January 16, 2025**   [X] Action   [ ] Information

TO: County Board

FROM: Alternative Education

SUBJECT: Alternative Education Career Advancement Charter School Accountability Report Card (SARC)

BACKGROUND

Alternative Education Career Advancement Charter School Accountability Report Card (SARC)

The CDE has delayed the release of the necessary information to complete the documents; however, we have been advised to present the SARCs incomplete for approval as it is required by law to do so at this time.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report.

Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Santa Cruz County Office of Education Career Advancement Charter, Re-Entry High School for Adults
Street	400 Encinal Street
City, State, Zip	Santa Cruz
Phone Number	831-466-5680
Principal	Denise Sanson
Email Address	dsanson@santacruzcoe.org
School Website	https://santacruzcoe.org/student-services/alternative-education-programs/career-
Grade Span	12
County-District-School (CDS) Code	44 10447 0136572

2024-25 District Contact Information

District Name	Career Advancement Charter, Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Dr. Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website	www.santacruzcoe.org

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2024-25 School Description and Mission Statement

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through relationship-focused, innovative, and welcoming learning experiences. The CAC serves students ages 18 and older who are working to achieve their high school diploma. All services are free and programs are provided in multiple locations within Santa Cruz County that include: the Main Jail, Rountree Correctional Facility, the County Office of Education in Santa Cruz, two Probation Services Centers, and Sequoia Schools.

The CAC thrives on personalized learning and meeting students where they are, engaging students with relevant, goal-oriented, and innovative instruction that promotes student success and supports the transition into higher education and new career possibilities. The CAC, under the department of Career and Adult Learning Services, partners with the Workforce Development Board, neighboring school districts and high schools, Cabrillo College, Juvenile and Adult Probation, SCCOE Special Education programs, adult programs, and other agencies to achieve this mission; that each student experience success re-entering school, exploring a career learning pathway, and completing their high school diploma.

CAC instructors use both physical and digital instructional methods for students, incorporating relevant material to individual students' experiences and cultures. Teachers use a combination of instructional resources including Google Classroom, textbooks, and supplemental digital/paper materials to accompany personalized instruction. Each student meets with their teacher at least once per week for a progress check, instruction, and an attendance review. The rate of progress that a student makes each semester varies. On average students earn 5 credits per subject in one semester. Each student's individual graduation plan is outlined in their contract meeting upon orientation and enrollment, and the course load may be adjusted along the way as needed to accommodate the student's job, parenting, and/or other life responsibilities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 12	167
Total Enrollment	167

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
American Indian or Alaska Native	0.6
Asian	0.6
Black or African American	1.2
Hispanic or Latino	81.4
White	16.2
English Learners	10.2
Homeless	1.8
Socioeconomically Disadvantaged	28.1
Students with Disabilities	6.6

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A. Conditions of Learning	**State Priority: Basic**
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):
	• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
	• Pupils have access to standards-aligned instructional materials; and
	• School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	16.67	47.20	51.03	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.83	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.70	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.00	83.33	32.90	35.55	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	4.00	4.32	18854.30	6.86
Total Teaching Positions	6.00	100.00	92.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	16.67	46.80	52.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.70	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	16.67	13.50	15.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	66.67	27.50	31.08	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.20	0.23	15831.90	5.67
Total Teaching Positions	6.00	100.00	88.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	14.29	49.10	53.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.10	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	14.29	7.00	7.70	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.00	71.43	29.50	32.41	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	4.30	4.79	14303.80	5.15
Total Teaching Positions	7.00	100.00	91.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	5.00	4.00	5
Total Out-of-Field Teachers	5.00	4.00	5

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Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	25	20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Annually, the Santa Cruz County Office of Education's Governing Board holds a public meeting and passes a resolution regarding the sufficiency of textbooks and instructional materials for the Alternative Education and Adult Learning programs in English Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, and Visual and Performing Arts. To prepare for this, the Career Advancement Charter staff inventory texts at all school sites prior to the start of the school year and make the appropriate purchases, and distributes textbooks and instructional materials to each site. At the beginning of the school year, administrators conduct a survey to identify additional textbooks and instructional materials needed by teachers and deliver them from storage. Administrators then visit all sites to visually verify the sufficiency of textbooks and instructional materials in all classrooms. Textbooks and instructional materials selections are based on several factors including accessibility, equity, state board approval/recommendation, standards alignment, student engagement elements, and appropriate reading level.

During the 2023-2024 school year, the Career Advancement Charter reviewed our curriculum to center around adult learners. To help engage our students with online learning and provide them with better accessibility and standards-aligned content we purchased the BrightThinker curriculum, which also provides a vibrant and accessible paper-based curriculum for students. To provide a more vigorous curriculum for our multilingual learners we specifically purchased Spanish literacy books and engaging adult English Language Learner materials. All students in need are assigned a Chromebook. The CAC provides Chromebooks and hot spots to distribute to families who do not have access to the internet.

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bright Thinker ELA Series, McGraw Hill Workplace Skills Series, Challenger Series: New Readers Press, Edge: Reading, Writing, and Language. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
Mathematics	Bright Thinker Mathematics Series - Math & Algebra, McGraw Hill Math Foundational: Breakthrough to Math Series, McGraw Hill Math and Algebra all Levels: Career Readiness Series. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0

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Science	Bright Thinker Series Life & Physical Science Foundational: Biology, Environmental Systems. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
History-Social Science	Bright Thinker Social Studies/History Series, Bright Thinker Social Studies World History, Bright Thinker Government Foundational, Bright Thinker Economics Foundation Elective Series. For a complete list of textbooks please contact the Career Advancement Charter.	Yes	0
Foreign Language	N/A		
Health	McGraw Hill Fit & Well, McGraw Hill Foundations of Physical Education: Exercise Science, and Sport.	Yes	0
Visual and Performing Arts	N/A		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Career Advancement Charter facility sites are clean, safe, and are maintained by the Santa Cruz COE. To assist in this effort, Santa Cruz COE Maintenance and Operations staff conducts a facility inspection annually. The goal of the inspection is to (i) assist programs in evaluating their self-audit procedures, (ii) facilitate the identification of conditions that may pose a risk of injury and/or property damage, and (iii) provide recommendations and/or suggestions to help mitigate the risks identified. The results of this inspection are available at the LEA office.

Below is specific information on the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.
- Maintenance and Repair

Santa Cruz COE maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The SCCOE has adopted cleaning standards for all school sites. Overall, all sites and classrooms are in good repair and there were no high-priority recommendations offered in the inspection report.
- Cleaning Process and Schedule

Santa Cruz COE has adopted cleaning standards for all school sites. The Director of Maintenance and Operations works daily with the custodial staff to assign cleaning schedules to ensure clean and safe schools.

Overall, all sites and classrooms were in "Good Repair" and there were no high-priority recommendations.

Year and month of the most recent FIT report	September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

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School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement** The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4): **Statewide Assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements: 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven. 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven. 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). **College and Career Ready** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--		62		46	
Mathematics (grades 3-8 and 11)	--		43		34	

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					

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Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					

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Homeless	
Military	
Socioeconomically Disadvantaged	
Students Receiving Migrant Education Services	
Students with Disabilities	

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)		--	18.83	14.43	30.29	30.73

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2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	4	2.35	97.65	--
Female	80	2	2.50	97.50	--
Male	90	2	2.22	97.78	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	63	4	6.35	93.65	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	91	0	0.00	100.00	--
White	16	0	0.00	100.00	--
English Learners	13	1	7.69	92.31	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	1	3.85	96.15	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Students earn credits through individualized instruction, CTE course participation, and completion of activity logs, career exploration learning reflective journals, and Independent Study. Each student has an individual graduation plan based on the number of credits needed in each subject area. New students are given a weekly appointment time to check in with the enrollment specialist and also with the academic teacher, who will provide ongoing support to the student as they progress toward their goal of obtaining the HSD.

The Career and Adult Learning Services (CALS) Department works in conjunction with community colleges throughout the greater San Francisco Bay Area and our local Cabrillo College to help facilitate the transition from our program to college. In addition, the CALS department works closely with local industry to support students in finding and keeping jobs in our community. The Transition Specialist works directly with new, current, and completing students to assist with transitions both into and beyond our program. Students in our programs can access individualized assistance with resumes, interview preparation, and career exploration.

CTE Courses offered with the Career Advancement Charter:
Medical Assisting (Santa Cruz County Office of Education, main office)
Dental Assisting (Santa Cruz County Office of Education, main office)

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2023-24 Career Technical Education Programs

Hospitality and Culinary Arts (Sequoia Schools)
Building Trades Pre-Apprenticeship (Santa Cruz County Office of Education, main office)
Wildland Fire Academy (Sequoia Schools, California Conservation Corps)

The primary representative of the Santa Cruz County district's CTE advisory committee is Denise Sony Sanson, and the industries represented include; Agriculture & Natural Resources, Arts, Media and Entertainment, Building & Construction Trades, Education, Child Development & Family Services, Health Science & Medical Technology, Manufacturing & Product Development, Transportation, Culinary Arts & Hospitality, Fire Science, and IT Essentials.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

In providing services for adult students, the student's voice is vital in shaping the environment and mission of our school. A learning community beyond just academics, the CAC staff is committed to cultivating a program that is relevant, welcoming, and culturally responsive. In this respect, the CAC team is eager to understand the needs of their students and to explore resources to address those needs. Students are surveyed and invited to share ideas in an Advisory Group setting to help create an engaging and positive school culture. We continue to adapt and design new practices, systems, and opportunities in order to help all students succeed.

Students, staff, and community stakeholders participated to monitor the goals and action steps of the three-year LCAP and were involved in developing the LCAP for the Career Advancement Charter (CAC). They were involved through surveys, discussions, and the analysis of qualitative and quantitative data at various forums that included regular advisory council meetings, staff meetings, and an extensive mid-year LCAP review and needs assessment. Monthly check-ins occurred with the administration team and sites to discuss student needs and create plans for students needing more support.

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C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	76.2	63.3	77.7	28.2	33.8	42.0	7.8	8.2	8.9
Graduation Rate	23.1	36.7	22.3	64.4	65.4	57.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	197	44	22.3
Female	94	27	28.7
Male	103	17	16.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	165	38	23.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	32	6	18.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	18	4	22.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	315	1	0.3
Female	154	138	0	0.0
Male	209	177	1	0.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	292	253	1	0.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	64	58	0	0.0
English Learners	38	33	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	87	76	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	15	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

					Suspensions			
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.12	0.39	0.73	3.17	3.6	3.28

This table displays expulsions data.

					Expulsions			
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

SCCOE Career Advancement Charter updates and reviews its School Safety Plan annually. The plan includes a Safe School Vision, a description of the school grounds, and the condition of facilities. The plan also provides school rules and regulations

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2024-25 School Safety Plan

as well as strategies and procedures for preventing and dealing with emergency situations.

The SCCOE Comprehensive School Safety Plan analyzes current school safety conditions, describes programs in place at our schools, and defines strategies and programs for continued improvement in providing a safe, organized school environment conducive to learning. The analysis results in two action plans, one pertaining to school physical safety and the other centering on issues connected to maintaining a safe and positive school climate. The action plans are followed by addenda that include specific, mandated policies and procedures such as:

Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The plan was developed by a safety committee with representation and input from the Santa Cruz COE School Site Council and local law enforcement. The plan was last reviewed and discussed with staff in fall 2023 and updated and approved by the Board in February 2024. The safety committee utilizes multiple sources of data to conduct its study of the current state of school safety as it applies to both school climate and the physical environment. Sources used include, but are not limited to:

- Annual facilities inspections
- WASC Self-Study
- Student, Teacher Perception Surveys
- Program course of study
- Board Policies
- Healthy Kids Survey
- United Way Community Assessment Project
- Site walk-throughs
- School site handbooks
- Student and staff interviews

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

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2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11578.	6591.	18169.	$68,495
District	N/A	N/A	$12,663.86	
Percent Difference - School Site and District	N/A	N/A	35.7	
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	51.1	

Fiscal Year 2023-24 Types of Services Funded

In the fiscal year 2023-2024, along with high school diploma programming and Special Education services for qualified students, the CAC's capacity expanded through programmatic development with our students, staff, and community stakeholders. Surveys and discussions with our students continue to guide us in assessing both individual and general needs and in improving our services. Through development with our students and in collaboration with community partners, we continue to build our capacity to support students holistically.

At our site-based programs, we offered childcare services at no cost, a career technical education (CTE) course Culinary Arts, and ESL. Classes are offered in the evening to support the working student and instructional staff offer flexible scheduling to better serve the needs of their adult learners.

Through the California Adult Education Program (formally known as the Adult Education Block Grant), the CAC continued to utilize the Comprehensive Adult Student Assessment System (CASAS) to implement assessments that help both students and teachers track, evaluate, and strengthen reading and mathematical literacy in our program, providing meaningful data to drive

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Fiscal Year 2023-24 Types of Services Funded

instruction and programmatic decisions. The CAC partners with both the Santa Cruz Sheriff's Office and Santa Cruz Adult Probation to offer wrap-around services that identify and meet each student's needs. Within the county corrections system, we continued to offer high school diplomas and Hi-SET programming. We currently offer the Building Trades Pre-Apprenticeship program at the Rountree Correctional Facility.

The CAC project coordinator, transition specialist, and support staff additionally were funded to provide these services, bilingually:
- College registration support
- Career coaching and employment support
- Student outreach for enrollment and attendance
- Social-emotional support
- Community referrals to support services

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Staff participate in ongoing staff development throughout the school year. All staff attend 3 all-day learning sessions in addition to supplemental sessions built into the restructured day. Staff receive a calendar at our organization-wide orientation that takes place the first week of school.

Staff meetings at the CAC have provided space for small professional development presentations as needed. Assessments in job literacy in reading and math, through the Comprehensive Adult Student Assessment System (CASAS), inform both instruction and professional development needs while providing data to guide student progress. We continue our Professional Development series for our teachers, with student and teacher priorities informing our topics of discussion

Our community is unique and the support that staff needs to meet the needs of our diverse learners will be tailored to be meaningful and impactful. Adult learners who are responding to many different responsibilities and challenges need a staff who is prepared to serve the whole person. The staff has reported anecdotally that they have benefited greatly from intentional professional learning opportunities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 5.0.7

Board Meeting Date: **January 16, 2025** [X] Action [ ] Information

TO: County Board

FROM: Alternative Education

SUBJECT: Special Education School Accountability Report Card (SARC)

BACKGROUND

Special Education School Accountability Report Card (SARC)

The CDE has delayed the release of the necessary information to complete the documents; however, we have been advised to present the SARCs incomplete for approval as it is required by law to do so at this time.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the report.

Santa Cruz County Special Education
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Santa Cruz County Special Education
Street	400 Encinal Street
City, State, Zip	Santa Cruz, CA 95062
Phone Number	(831) 466-5600
Principal	Deven Stark, Ph.D., BCBA-D
Email Address	dstark@santacruzcoe.org
School Website	santacruzcoe.org
Grade Span	K-12
County-District-School (CDS) Code	44-1047-6069397

2024-25 District Contact Information

District Name	Santa Cruz County Office of Education
Phone Number	(831) 466-5600
Superintendent	Faris Sabbah
Email Address	fsabbah@santacruzcoe.org
District Website	santacruzcoe.org

2024-25 School Description and Mission Statement

Special Education services provided by the Santa Cruz County Office of Education (Santa Cruz COE) include a broad continuum of classes and services available to meet the needs of our students. Referral and enrollment of students in Santa Cruz COE special education services is a coordinated, collaborative effort between local district representatives, parents and Santa Cruz COE staff. The educational needs and services for students referred to Santa Cruz COE are identified through the collaborative Individual Education Program (IEP) Process.

The Individuals with Disabilities Education Act (IDEA) requires that disabled students between birth and twenty-two years of

2024-25 School Description and Mission Statement

age, or until high school graduation, be provided with all "educational and related services" needed to receive a free appropriate education (FAPE). Disabled students requiring specialized settings or interventions beyond the scope of services offered by district general or special education programs, or public regional agencies are referred to the Santa Cruz County Office of Education's Special Education Department for enrollment in one of our programs. The parents, district of residence, county office, and agencies collaborate to develop an IDEA compliant Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) based upon student age, levels of functioning and needs.

The Santa Cruz County Office of Education's (Santa Cruz COE) Special Education services are divided into several programs. The Early Start Program provides early childhood education from birth to three to children identified with developmental delays. The Chrysalis Program provides services to students with an educational diagnosis of autism in pre-school through 8th grade. Our moderate to severe special day classes serve students who require specialized services to support their individual needs. Our post senior programs, housed both at our local community college and high school, serve students with IEP's who are age 18 to 22. These programs are located on comprehensive school sites throughout the ten local school districts.

The Santa Cruz COE's Special Education Department is focused on providing each student with highly effective individualized instruction and related support services so each student will achieve their full educational, social, emotional, and vocational potential. Highly trained specialists in the areas of teaching, speech/language, nursing, adapted physical education, psychology, vision, hearing, occupational therapy, physical therapy, orthopedics and work experience serve these students. Some of these specialists also serve students in various district operated special education, and general education programs. Continuing communication and collaboration with parents, school districts, agencies, and local businesses who provide student employment opportunities is essential to our programs.

In 2021-2022, The Special Education Department operated 14 regional programs to serve students with intellectual disabilities and/or autism. We support nine local school districts who refer students to us with moderate to severe disabilities. Our goal is to support this specialized population in their quest for obtaining the most indepedent life as possible when they age out of our system at twenty-two. We also support our youngest learners, with forty-six infant to toddlers in our Early Start program.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	4
Grade 2	7
Grade 3	12
Grade 4	4
Grade 5	5
Grade 6	4
Grade 7	1
Grade 8	5
Grade 9	5
Grade 10	2
Grade 11	6
Grade 12	37
Total Enrollment	99

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	29.3
Male	70.7
Asian	4
Filipino	1
Hispanic or Latino	33.3
Two or More Races	4
White	50.5
English Learners	12.1
Foster Youth	1
Homeless	7.1
Socioeconomically Disadvantaged	42.4
Students with Disabilities	100

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.00	30.77	47.20	51.03	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	7.69	1.60	1.83	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	30.77	6.70	7.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	7.69	32.90	35.55	12115.80	4.41
Unknown/Incomplete/NA	3.00	23.08	4.00	4.32	18854.30	6.86
Total Teaching Positions	13.00	100.00	92.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	57.14	46.80	52.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.60	0.70	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	42.86	13.50	15.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	27.50	31.08	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.20	0.23	15831.90	5.67
Total Teaching Positions	14.00	100.00	88.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	66.67	49.10	53.99	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	6.67	1.00	1.10	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.00	7.70	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	29.50	32.41	11746.90	4.23
Unknown/Incomplete/NA	4.00	26.67	4.30	4.79	14303.80	5.15
Total Teaching Positions	15.00	100.00	91.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	4.00	6.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.00	6.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.30	33.3	33
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.30	7.1	6.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	0	0	62	60	46	47
Mathematics (grades 3-8 and 11)	0	0	43	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	20	54.05	45.95	0.00
Female	--	--	--	--	--
Male	29	20	68.97	31.03	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	10	58.82	41.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	15	7	46.67	53.33	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	8	53.33	46.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	20	54.05	45.95	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	20	54.05	45.95	0.00
Female	--	--	--	--	--
Male	29	20	68.97	31.03	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	10	58.82	41.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	7	46.67	53.33	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	15	8	53.33	46.67	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	20	54.05	45.95	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)			18.83	14.43	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	19	4	21.05	78.95	--
Female	--	--	--	--	--
Male	16	4	25.00	75.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	1	9.09	90.91	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	4	21.05	78.95	--

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	106	105	36	34.3
Female	29	29	12	41.4
Male	77	76	24	31.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	14	40.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	54	53	17	32.1
English Learners	14	14	9	64.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	50	50	22	44.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	105	36	34.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.12	0.39	0.73	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The SCCOE Regional Programs are housed on comprehensive campuses throughout Northern Santa Cruz County, these campuses are under the oversight of five different local school districts. Our programs follow the School Safety Plan for the campus on which the program is housed.

<table>
<tr><td>D. Other SARC Information</td><td colspan="3">**Information Required in the SARC**</td></tr>
</table>

D. Other SARC Information | Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	2		
6	3	2		
Other	6	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	1		
6	1	1		
Other	6	5		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	1		
1	1	1		
6	2	1		
Other	7	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	99

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	2
Nurse	2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	7
Other	10

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	$17,002	$75,764.35
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$10,771	$94817.00
Percent Difference - School Site and State	N/A	N/A	44.9	-22.3

Fiscal Year 2023-24 Types of Services Funded

Early Start Program
The Early Start Program serves special needs infants and toddlers, ages birth to three years of age. These multidisciplinary services are provided to students and their families in cooperation with San Andreas Regional Center in home, community, and other natural environments.

Fiscal Year 2023-24 Types of Services Funded

The Chrysalis Autism Program, Middle School and High School
The Chrysalis Program, a North Santa Cruz County SELPA Regional program, currently serves up to seventy pre-school through 12th grade students from the north county. The Chrysalis Center provides services in four distinct demographic specific classrooms. The Chrysalis Program supports students from preschool through fifth grade. Inclusion with general education students at Live Oak District's Green Acres Elementary School and Tierra Pacifica is part of the K-5 program; our preschool students gain inclusion experiences through Midtown Montessori preschool which is located within the Chrysalis Center. Our middle school students attend school at New Brighton Middle School, while our high school students Soquel High School. The programs are overseen by a Program Coordinator in conjunction with a Board Certified Behavior Analyst.

Program for Students with Extensive Support Needs
Preschool / Elementary: ESN classrooms integrate basic skills, life skills, and communication for students who require direct instruction in all areas of development. Classrooms include students with cognitive challenges as well as medically fragile students.
Middle: ESN classroom provides students with exposure to functional curriculum, prevocational skills, and specialized training focused upon individual student needs.
Secondary/Post-Senior: ESN classrooms integrate functional skills curriculum and pre-vocational and vocational skill training programs. Students in these classrooms at all levels have opportunities for inclusion in general education classes and activities.
Program for Post-Senior Students: This program provides the opportunity for students 18-22 years of age who did not graduate from high school to receive vocational skill training and job experiences in the community. A work experience specialist collaborates with community agencies and local employers in developing individualized programs for each student.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,309	$55,283
Mid-Range Teacher Salary	$68,874.5	$75,221
Highest Teacher Salary	$92,543	$95,160
Average Principal Salary (Elementary)	$97,000	$83,900
Average Principal Salary (Middle)	$113,580	$103,460
Average Principal Salary (High)	$156,460	$123,400
Superintendent Salary	$256,000	$126,800
Percent of Budget for Teacher Salaries	15.19%	25.5%
Percent of Budget for Administrative Salaries	2.19%	4%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Program for Post-Senior Students
This program provides the opportunity for students 18-22 years of age who did not graduate from high school to receive vocational skill training and job experiences in the community. A work experience specialist collaborates with community agencies and local employers in developing individualized programs for each student.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.1

Board Meeting Date: **January 16, 2025** ☐ Action ☒ **Information**

TO: County Board

FROM: Liann Reyes, Deputy Superintendent-Business Service
Samantha Moore, Senior Associate from Eide Bailly LLP

SUBJECT: 2023-2024 Fiscal Year Annual Audit Report

BACKGROUND

The Board will be provided with the 2023-2024 final, audited, prior year financial statements, which the Santa Cruz County Office of Education is required to file with the California Department of Education and the State Controller's Office.

FUNDING IMPLICATIONS
Included herein.

RECOMMENDATION
Receive the report.
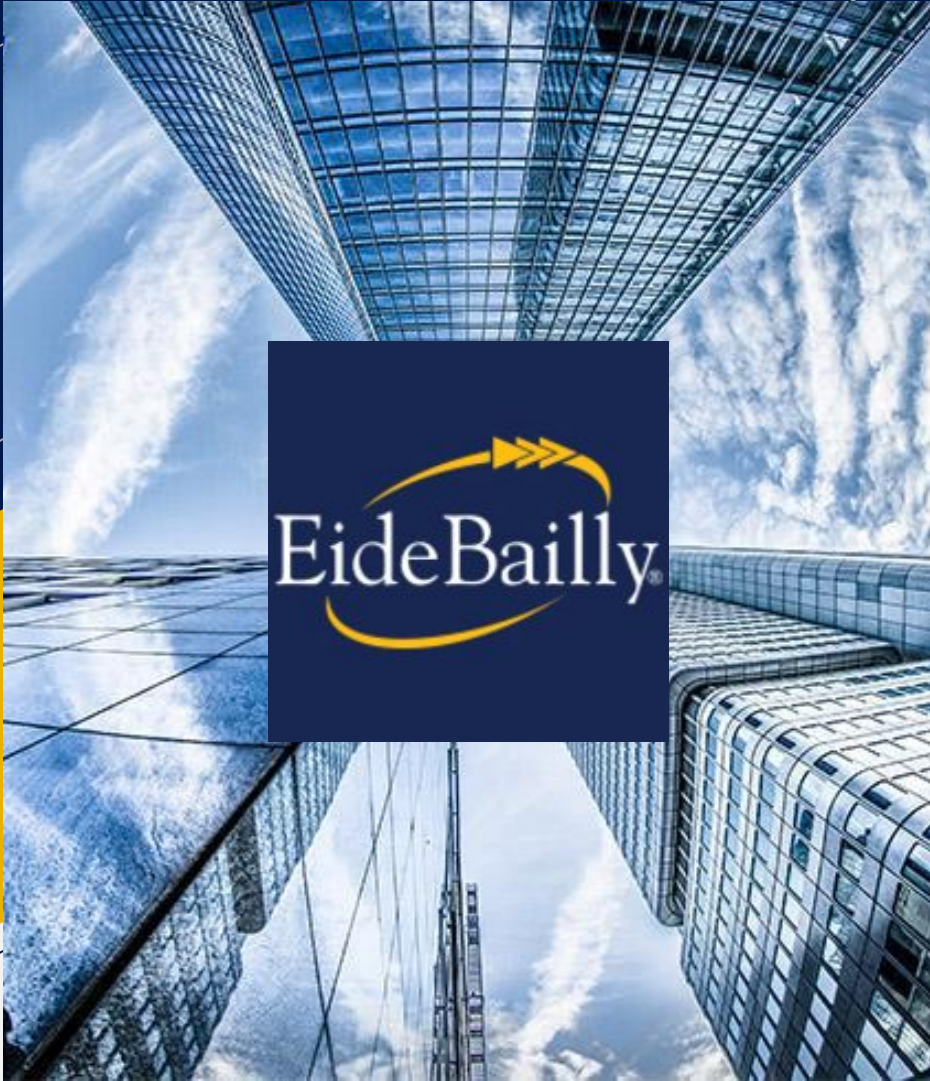
Santa Cruz County Superintendent of Schools

Audited Financial Statements

June 30, 2024

Samantha Moore
Senior Associate
smoore@eidebailly.com
(559) 558-4114

EideBailly

EIDE BAILLY

WHO WE ARE

- Founded in 1917
- 50+ offices in U.S. and India
- Specializes in 16 industries including Education, Government, and Nonprofit.
- Services include Audit & Assurance, Advisory, Tax, Outsourced & Managed Services, and Digital.

- Fresno Office
  - Provide K–12 audit and assurance services
  - 1 Partner, 2 Managers, and 12 Auditors

Audit Process

- Interim Audit Phase

  - A sample of school sites including charter school(s) are tested for state attendance compliance.

  - Preliminary state and federal compliance testing, and procedural testing are performed at County Office.

- Final Audit Phase

  - Completion of state and federal compliance testing.

  - Test year end balances and draft audit report.

Components of the Audit Report

- Independent Auditor's Report (Report pg. 1 & pg. 87, PDF pg. 4 & pg. 94)

- Management's Discussion and Analysis (MD&A) (Report pg. 5, PDF pg. 8)

- Financial Statements & Notes (Report pg. 14, PDF pg. 17)

- Required Supplementary Information (Report pg. 60, PDF pg. 64)

- Supplementary Information (Report pg. 72, PDF pg. 77)

- Other Information (Report pg. 86, PDF pg. 92)

- Findings (Report pg. 100, PDF pg. 108)

New Reporting Requirements

- GASB Statement No. 100, Accounting Changes and Error Corrections
  - Requires additional presentation and disclosure requirements for accounting changes and error corrections. (None noted for County Office in 2024)

- Other Information Reporting
  - LEA Organization Structure moved from Supplementary Information Section to Other Information.

Financial Statements

- Government Wide Financial Statements

- Government Fund Financial Statements

- Notes to Financial Statements

Government Wide Financial Statements
~Statement of Net Position (Report pg. 14, PDF pg. 17)

Statement of Net Position (Balance Sheet)	Total
Assets & Deferred Outflows	$109.9
Liabilities & Deferred Inflows	$70.0
Net Position	$39.9

Capital assets $21.1m – decreased by $1.2m primarily due to annual depreciation.

Long-term debt $52.3 – Increased by $2.5m
- *Leaseback Financing (COPS funding) $6.6m*
- *Net Pension Liabilities $45.0m*
- *Leases, OPEB-MPP and Compensated Absences $0.6m*

Government Fund Financial Statements
~Statement of Revenues, Expenditures, and Changes in Fund Balance

Income Statement (Report pg. 18, PDF pg. 21)

	County School Service Fund*	Special Education Pass-Through Fund	All Other Funds	Total
Revenues & Other sources	$73.4	$8.7	$13.0	$274.0
Expenditures & Other Uses	$71.8	$9.9	$5.1	$262.3
Increase/ (Decrease)	$1.6	$(1.2)	$7.9	$11.7
Ending Fund Balance	$41.1	$0.2	$12.7	$203.0

GASB 54 – Funds 11, 14 & 17 are consolidated into County School Service Fund

Required Supplementary Information
~Budgetary Comparison Schedule – County School Service Fund
(Report pg. 60, PDF pg. 64)

County School Service Fund	Final budget	Actual	Variance
Revenues & Other Sources	$73.7	$73.4	$(0.4)
Expenditures & Other Uses	$73.7	$71.8	$(1.9)
Increase/(Decrease)	$0	$1.6	
Ending Fund Balance	$39.6	$41.1	

$56K increase budgeted; however, Revenues & Other Sources were $0.4m less than budgeted and Expenditures & Other Uses were $1.9m less than budgeted resulting in an actual $1.6m increase.

Supplementary Information
~Schedule of Financial Trends and Analysis (Report pg. 78, PDF pg. 83)

Amounts are in millions

	2024	2023	2022	Analysis
Increase/(Decrease) in Fund Balance	$1.5	$2.4	$1.7	Operating surpluses in each of the past three years
Ending Fund Balance	$41.1	$39.6	$37.2	Increased $3.9m over past two years
Reserve Percentage	5.0%	5.0%	5.0%	Maintained the Board adopted 5% minimum state requirement
Annual ADA	881	939	870	Increased 11 ADA over past two years

Findings

- Federal Compliance
  - Education Stabilization Funds (ESSER) – the entity did not use the most up to date general ledger reports that supported the prior year ending Schedule of Expenditures of Federal Awards (SEFA) amounts, which should have been the proper amounts reported on the annual expenditure reports. ESSER II, Resource 3212, reported expenditures of $586,935, while the SEFA reported $622,765.

- State Compliance
  - Attendance Accounting and Reporting – The Second Period (P–2) and Annual reports, did not use the correct divisors to determine ADA for the Santa Cruz County Career Advancement Charter School.

Thank you: Questions or Comments?

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 8.2

Board Meeting Date: **January 16, 2025** ☐ Action ☒ **X** Information

TO: Santa Cruz County Board of Education

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

SUBJECT: Pacific Collegiate School Annual Diversity Update and Report

BACKGROUND

As the chartering agency, the County Board of Education requires that Pacific Collegiate Charter Schools 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.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Receive report.

Pacific Collegiate School

Annual Diversity Update and Report to the

Santa Cruz County Board of Education

November 30, 2024

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Tables

Figures

Pacific Collegiate School
2024 Diversity Update and Report
to the Santa Cruz County Office of Education

Vision, Mission, and Values

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

Vision Statement:

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

Mission Statement:

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

Values Statements:

PCS values

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

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

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

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

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

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

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

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Introduction

Pacific Collegiate School (PCS), operating as a charter school authorized by the Santa Cruz County Office of Education (SCCOE) in 1998, first served students in the fall of 1999. Since then, PCS and the SCCOE have enjoyed a strong and collaborative partnership in providing an alternative school of choice for students seeking a college preparatory education. PCS currently operates under a charter renewed in 2020 for a five-year term (2020-2025). In recognition of the challenges presented by the COVID-19 pandemic, Education Code Section 47607.4 extended this charter term by three years (2020-2027). In addition, California Education Code (EC) Section 47607.4, was amended by Senate Bill 114 [Chapter 48, Statutes of 2023] to provide an additional one-year extension of Charter terms (2020-2028). This report outlines progress towards goals described in the most recent charter renewal, as well as agreements made in the annually renewed Memorandum of Understanding between PCS and the SCCOE.

Executive Summary

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

This record of excellence and achievement has garnered many accolades over the years. In 2021, PCS was recognized by the California Department of Education (CDE) as a California Distinguished School. Our high school program is also highly ranked by U.S. News and World Report year after year. This year, for example, PCS was ranked as the #1 Best High School in the Santa Cruz metro area, #8 Best High School in California, #80 Best High School and #17 Charter School in the nation. Additionally, Niche ranked PCS the #1 High School in Santa Cruz County, #9 Best Charter High School in California, and #17 Best Charter High School in the Nation. The Jay Matthews Challenge Index has most recently ranked PCS among the top 1% of High Schools in the Nation, with an Equity and Access score of 99%, reflecting the fact that the overwhelming majority of PCS students pass at least one Advanced Placement exam (with a score of 3, 4, or 5). In fact, the College Board recognized Pacific Collegiate School by conferring our school with an AP Honor Roll and Equity awards for two years in a row (2023 and 2024), in appreciation for outstanding work welcoming more students into AP courses and supporting traditionally underrepresented students on the path to college success.

Despite this external recognition, we know that our school has work to do in order to fully realize our vision and mission. PCS strongly values a student, faculty, staff, and Board population that reflects the diversity of Santa Cruz County in all respects, including, but not limited to, demography, socioeconomic status (SES), race, ethnicity, culture, religion, gender identity, sexual orientation, and ability levels. PCS deeply recognizes that creating a diverse and inclusive school benefits all members of our community. It is our obligation as a public school to

provide equitable access and support for all community members who are seeking a high-quality, standards-based, college preparatory and fine arts education for their middle and high school students. Further, there is robust research underscoring the positive contributions of diverse school communities to student learning, including critical thinking, communications, and problem solving.

Looking back over more than two decades of PCS history, we credit much of our school's success to a singular focus on creating a rigorous academic environment rich in opportunities for students to explore complex ideas, engage with challenging curriculum, and express themselves through a robust art and music program. However, to date, this academic excellence has been achieved without adequate inclusion of students from the surrounding communities that have been historically marginalized in Santa Cruz County. PCS drafted the 2020-2025 Diversity Status Report and Action Plan (Appendix B) to guide work in DEI for the current charter term. In that plan, PCS committed to goals including:

- Goal A: Recruit more diverse student population

- Goal B: Build mechanisms of student support

- Goal C: Recruit diverse school leadership

- Goal D: Build an inclusive and supportive school culture

- Goal E: Refine data collection and assessment

In our school-wide Strategic Plan for 2021-2026 (Appendix A), we have expanded on these goals to make sure that DEI work is folded into all parts of PCS planning and action. In collaboration with educational partners at all levels, PCS created a 5 year strategic plan aimed at creating a school environment in which all members can thrive, regardless of the identities they hold. Our plan includes five main focal points that to guide our work:

- Excellence for All

- School Climate and Culture

- Faculty and Staff Recruitment, Retention, and Development

- Family and Community Engagement

- Financial Sustainability

Student Achievement Data

California Assessment of Student Performance and Progress (CAASPP)

Pacific Collegiate students perform well on CAASPP assessments in grades 7, 8, and 11, including those in significant subgroups (Figure 1). Although it is widely understood that students' skill development may have been interrupted by the COVID-19 pandemic, we are proud that PCS did not see significant increases in outcome and opportunity gaps emerging during that time, and that student outcomes since the pandemic reflect continued growth and a reduction of achievement gaps, particularly when tracking student skills over time. Because we are still observing gaps between significant demographic groups, particularly between Latinx and White students (Figure 2) and between Socioeconomically Disadvantaged (SED) and non-SED groups (Figure 3), our future work will be to continue to identify and eliminate gaps through

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targeted intervention and support.

In 2024, 83% of all PCS students met or exceeded standards in English Language Arts (70% of 7th graders, 82% of 8th graders, and 94% of 11th graders). Disaggregated scores for our two most significant ethnicity subgroups (Figure 2) show a significant achievement and outcome gap in grade 7, with 65% of Latinx students meeting or exceeding standards, and 73% of White students meeting or exceeding ELA standards. In all other grades, the percent of students meeting or exceeding standards were similar for these two subgroups of students (8th grade: 72% Latinx, 78% White; 11th graders: 88% Latinx, 88% White).
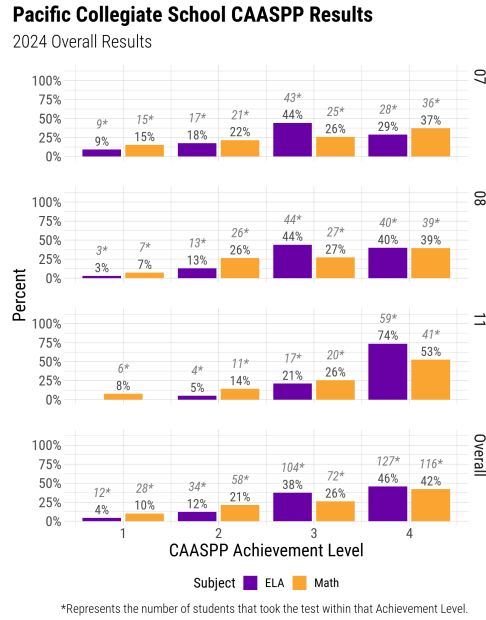
Figure 1: 2024 CAASPP Data - Math & English Language Arts, Grades 7, 8, 11 and Overall
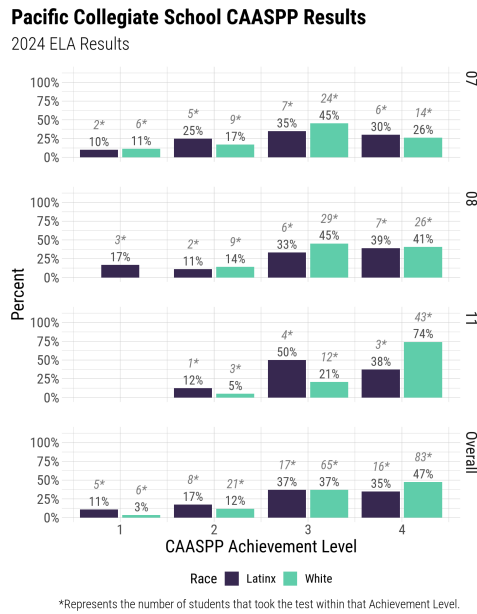
Figure 2: 2024 CAASPP Data by Ethnicity (Subgroups: Latinx, White) - ELA, Grades 7, 8, 11, and Overall

When comparing the ELA CAASPP performance of students who are Socio-Economically

Disadvantaged (SED) to their peers (Figure 3), PCS noted significant differences, with 76% of SED students meeting or exceeding standards and 90% of non-SED students meeting or exceeding standards. Differences and gaps were most significant in grades 7 (62% SED and 87% non-SED students meeting or exceeding standards) and 8 (71% SED and 85% non-SED students meeting or exceeding standards). By grade 11, there is much less difference in student performance and outcomes (100% SED and 94% non-SED students meeting or exceeding standards).

Pacific Collegiate School CAASPP Results
2024 Math Results

Figure 3: 2024 CAASPP Data - Economically Disadvantaged Subgroup - ELA, Grades 7, 8, 11, and Overall

In 2024, 69% of all PCS students met or exceeded standards in Mathematics (63% of 7th graders, 67% of 8th graders, and 78% of 11th graders). Disaggregated scores for our two most significant ethnicity subgroups (Figure 4) showed a significant gap in grade 7 (60% of Latinx students meeting or exceeding standards, and 65% of White students meeting or exceeding standards), grade 8 (53% of Latinx students meeting or exceeding standards, and 70% of White students meeting or exceeding standards), and grade 11 (50% of Latinx students meeting or exceeding standards, and ,79% of White students meeting or exceeding standards).

Pacific Collegiate School CAASPP Results

2024 ELA Results Based on Economic Group
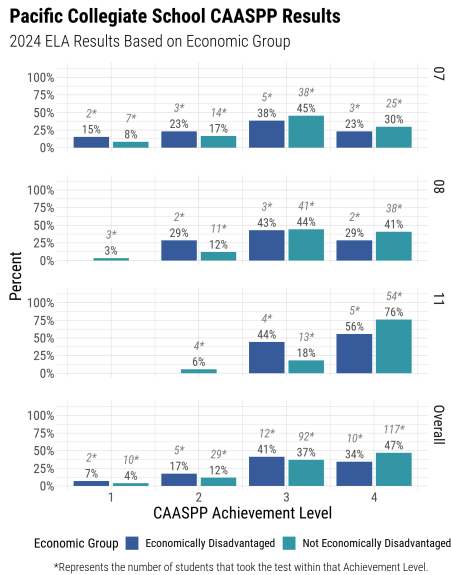
Figure 4: 2024 CAASPP Data by Ethnicity (Subgroups: Latinx, White) - Math, Grades 7, 8, 11, and Overall

When comparing the Math CAASPP performance of students who are Socio-Economically Disadvantaged (SED) to their peers, PCS noted significant differences, with 53% of SED students meeting or exceeding standards and 70% of non-SED students meeting or exceeding standards. Differences and outcome gaps were most significant in grade 7 (43% SED and 66% non-SED students meeting or exceeding standards).

Pacific Collegiate School CAASPP Results

2024 Math Results Based on Economic Group
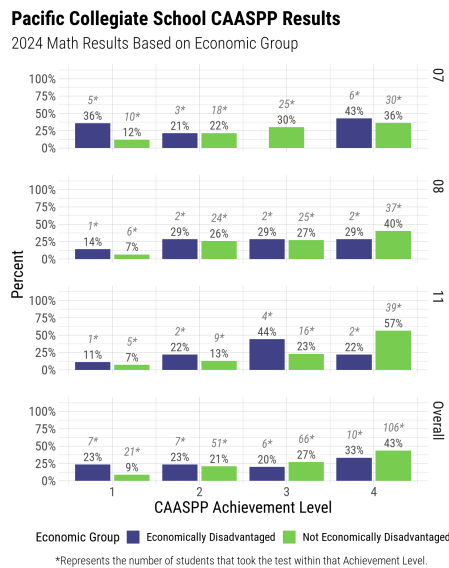
Figure 5: 2024 CAASPP Data - Economically Disadvantaged Subgroup - Math, Grades 7, 8, 11, and Overall

Class of 2024 CAASPP Cohort Analysis

Annual analysis of CAASPP scores for Class of 2024 graduates (Figures 6a-c) revealed relatively consistent levels of student mastery of standards over time. Prior year cohort studies of the graduating Classes of 2020-2023 indicated that the number of students who meet or exceed standards increased significantly for each year during the span of students' study at PCS. This growth trend was true for all subgroups of students. PCS will continue to work to eliminate gaps and

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ensure that all students are moving toward meeting or exceeding standards during their time at PCS.

Pacific Collegiate School CAASPP Results
2024 Cohort
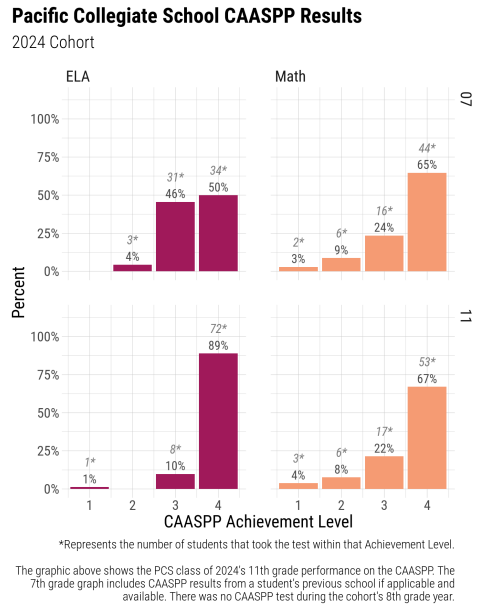
Figure 6a-c: Class of 2024 CAASPP Cohort Analysis Data - ELA and Math, Grades 7 and 11

Pacific Collegiate School CAASPP Cohort Scale Score Performance (Math)

Class of: 2024
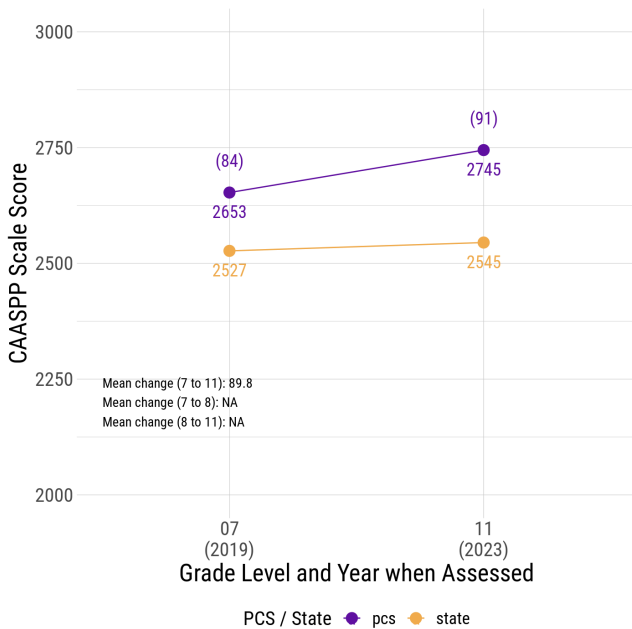
(XX) above PCS data point represents scale score percentile for that year. Percentiles are reported by the State of California. Mean change is the mean change in scale score by student from grade to grade as shown.

Pacific Collegiate School CAASPP Cohort Scale Score Performance (ELA)

Class of: 2024
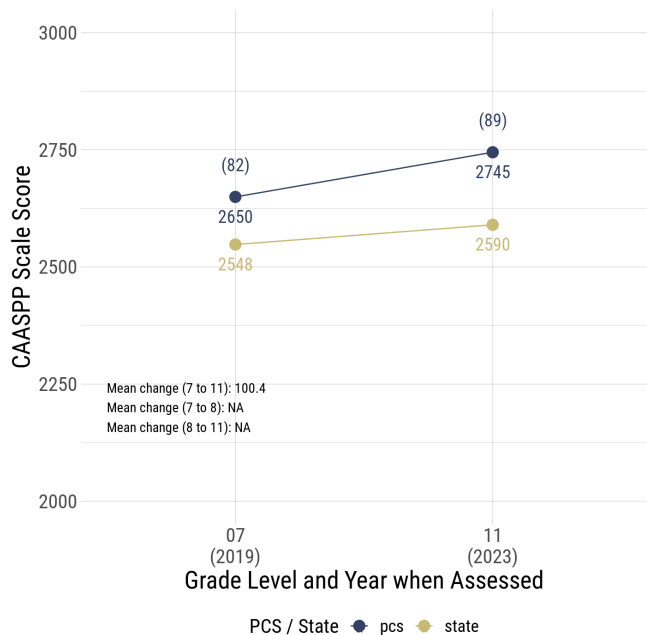
(XX) above PCS data point represents scale score percentile for that year. Percentiles are reported by the State of California. Mean change is the mean change in scale score by student from grade to grade as shown.

Advanced Placement (AP)

AP courses are intended to be college level courses for high school students. Scores are given on a scale of 1-5, with scores of 3, 4, and 5 typically considered to be worthy of college credit. Students

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who take AP courses at PCS are not required to take AP exams, but are strongly encouraged to do so.

Pacific Collegiate School AP test score distribution by year
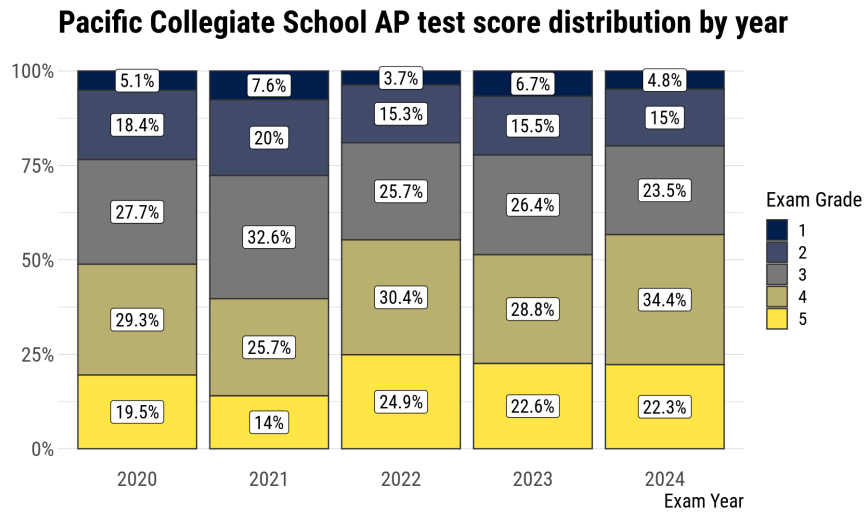
Figure 7: Advanced Placement Data (2020-2024)

Additional PCS AP Exam Information (2020 - 2024)

Test Year	Total Tests	Average Score	Percent Tested
2020	610	3.4	88
2021	564	3.2	81
2022	595	3.6	88
2023	625	3.5	84
2024	666	3.5	92

Table 1: AP Exam Participation for all PCS students (2020-2024)

PCS AP scores for 2024 demonstrate that PCS students continue to excel on AP exams (Figure 7). In order to graduate, PCS students must take AP World History, AP United States History, one AP English class, and at least one AP Science class. The results from these exams place PCS as one of the top performing schools in the state and the nation (Figure 8) for equity and excellence in 2024. The majority of students who took AP courses were able to successfully pass at least one of their exams and, in most subjects, score close to or significantly better than the overall average of students taking the tests state-wide.   PCS was proud to receive Platinum recognition on the 2024 AP Honor roll for the second year in a row for "developing an AP program that creates a college-going culture and gives students opportunities to earn college credit and to maximize their college outcomes." PCS was also honored with an AP Access Award for "ensuring AP coursework is equally available to students, no matter their backgrounds."

Comparison of PCS, California, and Global Students who took an AP Exam in 2024 (% with scores 3 or above)

Minimum 20 PCS Students

Subject	PCS	Global	California
Biology	Tested: 23 — 100%	68.3%	67.7%
Calculus BC	Tested: 50 — 56%	81%	82.3%
Calculus BC: AB Subscore	Tested: 50 — 78%	88.3%	88.8%
English Language and Composition	Tested: 78 — 78.2%	54.6%	53.4%
English Literature and Composition	Tested: 41 — 97.6%	72.4%	72.3%
Environmental Science	Tested: 38 — 92.1%	54.1%	54.7%
Macroeconomics	Tested: 37 — 81.1%	65.2%	63.5%
Microeconomics	Tested: 35 — 82.9%	67.7%	65.8%
Physics C: Mechanics	Tested: 35 — 60%	76.4%	78.6%
Spanish Language and Culture	Tested: 23 — 100%	82%	84.9%
Statistics	Tested: 38 — 78.9%	61.9%	61.3%
US History	Tested: 80 — 88.8%	72.1%	73%
World History: Modern	Tested: 74 — 85.1%	63.7%	65.8%

Group: PCS, Global, California

Figure 8: Percent of students earning a 3,4, or 5 on AP Exam - Comparison of PCS to CA-wide and Global performance by Test Subject.

Scholastic Aptitude Test (SAT)

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

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PCS Class of	Evidence Based Reading and Writing	Mathematics	Total
2019	642	629	1271
2020	627	613	1240
2021	668	642	1310
2022	679	685	1364
2023	676	656	1332
2024	680	664	1344
2024 National Avg.	519	505	1024

Table 2: SAT data for PCS Graduating Classes 2019 - 2024, with Comparison to the National Average (2024)

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

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

College Admissions

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

	2019		2020		2021		2022		2023		2024	
	#	%	#	%	#	%	#	%	#	%	#	%
2-year college	13	15%	24	28%	17	19%	11	14%	11	13%	12	15%
4-year college	74	83%	56	66%	71	81%	63	82%	63	75%	69	84%
Military	-	-	-	-	-	-	-	-	-	-	1	1%
Non-US college	-	-	-	-	4	4.5%	1	1%	1	1%	-	-
Gap Year	1	1%	4	5%	-	-	3	4%	9	11%	-	-

Table 3: College Admissions Data for PCS Graduating Classes (2019-2024)

Local Control Accountability Plan (LCAP) Goals

Pacific Collegiate School met or exceeded goals as outlined in the LCAP. In particular, the 2023-2024 Annual Update for LCAP highlighted a variety of ways PCS provided access to high quality college preparatory resources to all students:

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- Focused on success of First to College and other traditionally marginalized students through increased academic counseling, outreach to parents, and targeted academic support.
- Provided free test preparation classes for the PSAT, SAT, and ACT for all PCS students.
- Increased the opportunities for students to engage in college level research during high school.
- Provided access to technology and technology literacy learning for all students - all students take our Study Skills and Technology course in 7th grade, and digital devices are available for student use in all classes and study areas.
- Focused on equity, access, and opportunities for families with fewer financial resources, including providing free lunch, test preparation, AP exams, tutoring, and participation in curricular activities.
- Ensured parent participation through Board and school committee membership.
- Maintained high student engagement and attendance.
- Maintained a highly qualified and effective faculty and staff.
- Maintained a school facility that is safe and supportive of the PCS learning environment.
- Provided access for all students to Advanced Placement classes.

The 2024 LCAP (Appendix C) is aligned to our recently revised vision, mission, and values statements and the 2021-2026 Strategic Plan. Our community is committed to ensuring that PCS continues the tradition of excellence that has earned us a reputation for academic excellence, and that the opportunities that a PCS education affords are available to all students. Working with equity and access as our "true north", the PCS LCAP outlines goals aimed at eliminating educational barriers and ensuring that our outstanding program leads to excellence for all.

Western Association of Schools and Colleges (WASC) Accreditation Goals

PCS completed a WASC Self-Study during the 2023-2024 school year, earning renewed accreditation with six-year accreditation status through June 30, 2030 (with a mid-cycle report in the 2026-2027 school year).

The current Western Association of Schools and Colleges (WASC) Action Plan, revised with comments from the visiting committee, is included as Appendix E to this report. To the extent possible, the goals of this plan align with the school LCAP, the Strategic Plan, the Diversity Plan and our most recent charter renewal. With input from educational partners, the current WASC Action Plan identified 5 key priority areas:

1. Explore options to enhance school facilities in the future
2. Evaluate options for increasing technology access
3. Ensure long-term Financial Sustainability
4. Expand multi-tiered systems of support (MTSS) and refine school practices and procedures to foster a positive and inclusive school culture

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5. Develop and enhance data systems to ensure equitable access and learning outcomes for all students, and to identify appropriate interventions as needed

School Culture and Climate Data

School Attendance

PCS student attendance has been consistently strong (Figure 10; Tables 4 and 4.1). The administration actively communicates with students and parents about the importance of school attendance, both in regards to academic success and school funding. PCS attendance rates increased during distance learning, remaining above 99% during distance learning in the 2019-2020 and 2020-2021 school years. Upon returning to in-person learning full-time, PCS attendance rates since the 2021-2022 school year have remained strong, as indicated below:
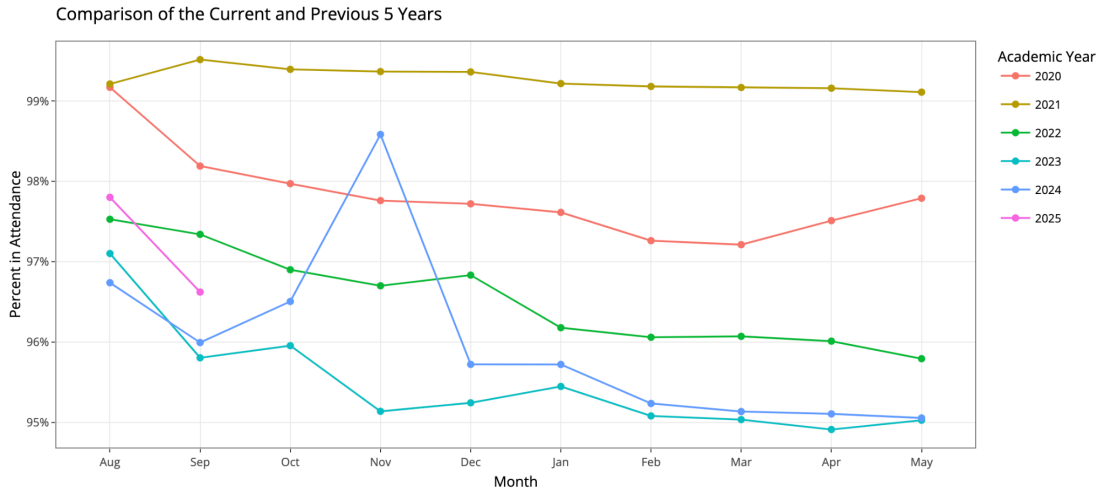
Figure 10: Attendance Rates (2020 to present)

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

Table 4: 2022-2023 PCS School Attendance data

	Grades 7-8	Grades 9-12	Total School
Enrollment (CBEDS)	200	339	539
Annual Attendance Rate	95.32%	94.90%	95.05%

Table 4.1: 2023-2024 PCS School Attendance data

In recent years, student attrition at PCS has been reduced across most grade levels. This is in large part due to school wide initiatives to increase student engagement and retention, including a focus on individualized student support, attention to mental wellness and social emotional learning, and work towards cultural proficiency. However, it is worth noting that like many schools in Santa Cruz County (and across California), PCS has experienced increased volatility and declining enrollment. We hypothesize that this may be partially related to lingering effects of the coronavirus pandemic, as well as other factors.

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Led by the Head of School, PCS is conducting an enrollment and attrition study to better understand trends that may be contributing to movement from PCS to other local schools. PCS looks forward to collaborating with Dr. Sabbah and other COE staff to share data and insights into student enrollment trends at our school and throughout Santa Cruz County.
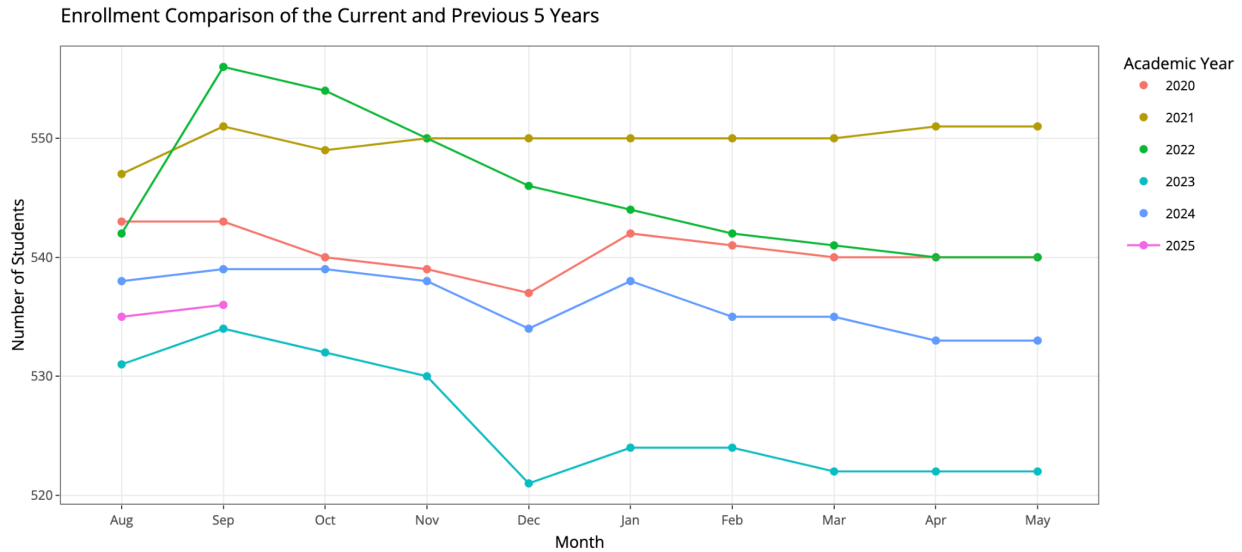
Figure 11: PCS Total Enrollment (2020 to present)

First to College Students

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

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

Class of	FTC - siblings	FTC - preference	FTC - general lottery	FTC - transferred	FTC- current	FTC - graduated
2017	0	6	3	4	-	5
2018	0	6	5	9	-	2
2019	2	6	4	4	-	8
2020	0	6	2	2	-	6
2021	1	6	1	2	-	6
2022	1	7	0	5	-	3
2023	1	6	0	3	-	4
2024	2	7	1	3	7	5
2025	3	11	2	6	10	-
2026	3	15	3	16	5	-
2027	4	11	0	5	10	-
2028	2	9	0	6	5	-
2029	2	12	0	2	12	-

2030	2	7	1	1	8	

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

School Surveys

Pacific Collegiate administers annual experience surveys to gather input from our educational partners and staff. Students take surveys in their courses each year to provide feedback for teachers. Students, teachers, staff, and families are surveyed about their overall experiences and perspectives on the school once each year. In January 2021, we introduced a new comprehensive survey to collect information from each stakeholder group about their experience at school and school culture, and used these surveys as one source of input for strategic planning, development of goals for the Head of School, development and review of annual LCAP goals, and development of our 5 year diversity plan. Participation rates for our initial surveys were very high: 50% of students, families of 67% of students, and 75% of teachers and staff completed the surveys during the first year of implementation. In the 2023-2024 school year our completion rates remained high with: 69% of families, 64% of students, 71% of teachers and staff completed the annual surveys.

Experience surveys in 2023-2024 pointed to the following areas for continued school improvement:

- Enhancing support for students' academic, social-emotional, and physical wellbeing;
    - Intentional building of student advocacy skills
    - Improving information dissemination so students and families are aware of all supports available to them at PCS
    - Creating additional opportunities for students to bond with each other and form strong positive relationships. (Family Surveys)
- Continuing to align skills and topics vertically and horizontally so that students are able to see connections between lower level skills and how they build overtime (Course surveys 2024)
- Fostering and maintaining a diverse, inclusive, supportive, and anti-racist school culture, in which all students, staff, and families feel a sense of belonging; (Student Survey 2024)
    - Enhancing opportunities for students to explore and develop elements of their identity
    - Enhancing opportunities for students to learn about and celebrate identities different than their own
- Expanded opportunities for students and families to form meaningful relationships and engage as part of the PCS community;
- Improved communication that is accessible to all PCS families and the community
- Increased focus on meaningful learning opportunities, ensuring that both in class

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work and homework are useful and engaging. (Course surveys 2024)

- Additional coaching and professional development to support classroom teachers with working with students who are unmotivated or entering the class without adequate prerequisite skills (Staff & Student Surveys 2024)

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

While we've had high participation in the surveys, we have experienced ongoing challenges with making the data accessible for members of our community to reflect and help inform strategic planning. As a result, PCS is partnering with the County department of Ed and CalHOPE to bring a new surveying platform, Kelvin, to our community. For the 2024-25 school year we are piloting this survey platform with students, staff, and administrators, with the hope of expanding out to our parents/guardians in the 2025-26 school year. For more information about Kelvin Survey please see 'Goal E: Refine Data Collection & Assessment'.

Diversity, Equity, and Inclusion - Plan and Progress

Cultivating a safe and welcoming school community for students from diverse racial, linguistic, ability, and socio-economic backgrounds is an integral part of the equity and inclusion work underway at PCS. We continue to focus on creating opportunities that prioritize belonging and student leadership as a lever to prepare a diverse student body to enter the world as responsible change-makers. Through continued partnership with our students, their families, and community organizations, we are working diligently to remove historical barriers that have made PCS and college less accessible for first-generation, low-income, and racially minoritized populations.

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

As PCS closes out its most recent five year (2020-2025) Diversity Plan, we look to assess our progress towards meeting the goals outlined below, in order to chart a bold path forward for the next five years. Our priorities and actions include: (A) enhanced outreach and expanded lottery preferences for traditionally underrepresented students; (B) a multi-tiered system of robust supports to ensure all students can succeed at PCS, including a variety of academic programs and targeted intervention and support systems; (C) continued efforts to recruit diverse leadership, faculty, and staff; (D) a variety of strategic initiatives to engage all stakeholders in building an inclusive, equitable, and anti-racist school community; and (E) refined data collection and usage to uncover and respond to any achievement gaps, particularly in support of the most vulnerable students and subgroups.

2020-2025 Diversity Plan Goals

Goal A: Recruit More Diverse Student Populations
In alignment with the goals of the 2020-2025 PCS Diversity Plan, the current PCS Charter outlines expanded lottery preferences for traditionally underrepresented students, including a 30% preference for those students who will be First to College and/or who are eligible for free or reduced price meals.

These expanded preferences yielded promising results in the initial year of implementation (2020), when PCS welcomed a more diverse 7th grade class: 28.3% Latinx, 9.6% Asian, 1.1% African American, 13.8% two or more races, and 54.3% White (45.7% students of color). While our progress significantly slowed after the initial implementation of these two lottery preferences, we have seen a slow but steady progress towards a more diverse student population at PCS. We have been able to identify the following challenges

that have slowed our integration:

- In an effort to be responsive to public health concerns and reduce Covid transmission, PCS transitioned its lottery information sessions to zoom. We noted lower attendance at the information sessions than in previous years, and speculated that access to reliable internet and zoom compatible technology may have created a barrier for interested community members.

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

- Decreasing diversity in the surrounding communities due in part to increased costs of living and affordable housing shortages

- Prospective family and student perceptions of academic rigor, 'who is a PCS kid' seem to deter some students from trying out the program

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

- Declining enrollment across Santa Cruz County schools generally.

- Access to public transportation for neighboring Santa Cruz communities

- Increased enrollment challenges related to removal of Information Session requirements prior to entering the admissions lottery.

As a result, our growth in this area has been somewhat slower than desirable, and the 7th grade class of 2025 reflects the following demographics: 1% Black, 1% Native American or Alaskan Native, 4% Asian, 14% two or more races, 19% Latinx, and 61% White (39% students of color).

Schoolwide, PCS continues to make slow but incremental progress toward our goal of demographic parity with the surrounding community, as is reflected in the figure below.
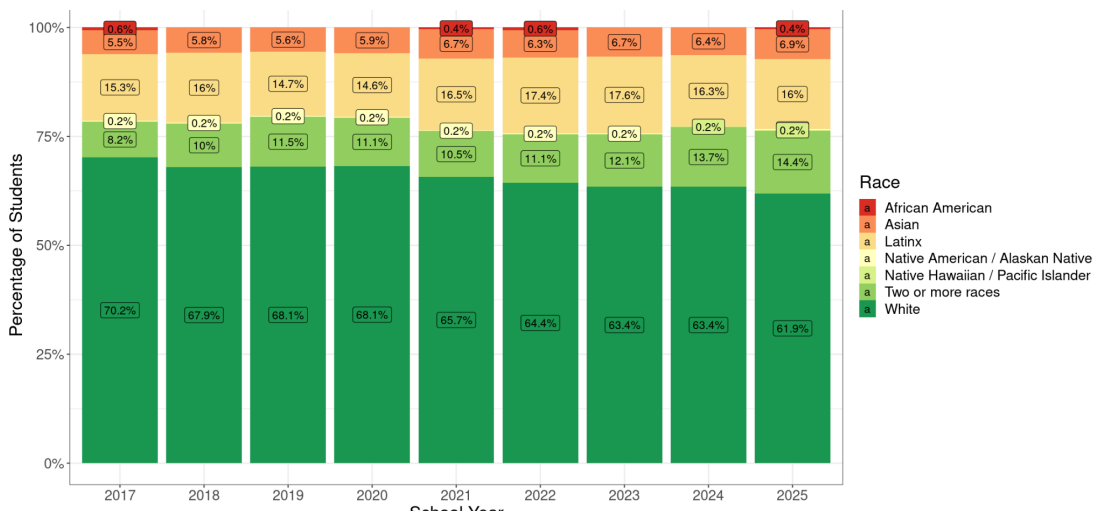
Figure 9: 2017-2025 Student Population by Race/Ethnicity.

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

- Continuing to build mutually-beneficial partnerships with community organizations such

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as Digital Nest, Senderos, Black Health Matters Initiative, Davenport Community Resource Center, and Nueva Vista. The partnership centers around the sharing of resources (student volunteers, meeting space, etc.), and looks to invite the larger community into PCS, as well as get our students and staff out into their spaces and events.

- Coordinating student groups to participate in community parades and events to increase general visibility and curiosity about PCS

- Working with our Bilingual Community Liaison and Development Director to revise outreach and lottery application materials to ensure:

  - they include the information most important to families

  - they are available in both English and Spanish

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

- Utilizing local news outlets to advertise the public about the lottery information sessions and application deadlines.

- Hosting in-person lottery information sessions both at PCS and throughout the larger Santa Cruz County, with an eye towards areas that we know have higher racial, ethnic, and income diversity.

  - Providing high and low-tech lottery application options, with real-time support during the information sessions

- Expanding and advertising our Athletic program to:

  - Dispel myth of PCS not being a school for athletes

  - Include high-Interest sports such as flag football, tennis, ultimate frisbee, and baseball; making PCS a more desirable option for a more diverse student population.

  - Bolster student wellness and connection to their peers and larger school community

- Inviting leadership from community organizations into planning spaces such as the DEI Taskforce to help inform our inclusion, belonging, and outreach strategies.
- Connecting current PCS families who are in need of transportation support to our Parent Volunteer Association (PVA) to get them connected to a carpool app that seeks to remove the barrier that transportation can create.

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

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

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

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

- Refined the work of the Student Support Advocacy Team (SSAT). The team members that support this work include the Vice Principal, 504 Coordinator, Director of DEI, Dean of Faculty, College Counselor, 504 Coordinator, Bilingual Community Liaison, Social-Emotional Counselor, and the Director of Special Education. This working team collaborates to create resources and professional development to build teacher capacity to implement Tier 1 interventions. This team also recommends individualized interventions for students who have been referred by their teachers for Tier 2 or Tier 3 support. As the capacity of SSAT continues to grow, it will incorporate regular review of schoolwide attendance and discipline data, in an effort to better understand and accommodate the needs coming up for our students.

- Launching an expanded positive behavior management system that seeks to increase opportunities for student reflection and restoration, and decreases the amount of time students spend in class. This system also seeks to standardize adult responses to behavior, thereby reducing the impact implicit bias can have on behavior management.

- Expanded services for English Learners (EL) and students that have been Reclassified Fluent English Proficient (RFEP), including:

    • Peer and professional tutoring support during the school day

    • On-site adult advocate (English Language Coordinator),

    • General education teacher integration of explicit English Language Development strategies into all content areas.

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

- School Counselors, Student leaders, and teachers with backgrounds in school counseling have been working together to bring Hope Squad to PCS in spring 2025. Hope Squad is a student-led initiative that seeks to empower nominated students to provide education about mental health and suicide, with the aim of reducing stigma. This group also looks to support school site mental health professionals to identify students in crisis, and connect them with life-saving support.

- Assigned tutorials for students failing two or more classes enabling students to get additional academic support from their teachers.

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

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

Latinx & Hispanic Heritage Student Union, and Feminist Coalition.
- AVID training and cooperation with AVID regional team regarding program implementation and plans to expand support for First-to-College students in future.

PCS administration has been working in collaboration with county-wide Social-Emotional-Learning (SEL) Specialists Wendy Baron & Shannon Mcquaide to engage all Faculty and Staff in professional development around understanding, prioritizing, and integrating social-emotional learning.   To date, staff have participated in three trainings in which they focused on:
- Understanding the different competencies and skills of the CASEL (Collaborative for Academic, Social, and Emotional Learning Framework). For more information see Figure 10 below.
- Learning and implementing the three signature SEL practices: connecting, engaging, and intentional closure.
- Learning about and finding ways to improve adult well-being, both on an individual and collective level.

Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
Identity	**Agency**	**Belonging**	**Collaborative Problem-Solving**	**Curiosity**
☐ Ability to identify one's emotions and thoughts ☐ Demonstrating honesty and integrity ☐ Experiencing self-efficacy ☐ Developing interests and a sense of purpose ☐ Having a growth mindset ☐ Reflecting on one's personal role and contributions within a	☐ Ability to manage one's emotions, thoughts and behaviors ☐ Identifying and using stress management and self care strategies ☐ Exhibiting self-discipline and self motivation ☐ Using planning and organizational skills ☐ Cultivating resilience and overcoming adversity	☐ Leaning into others' perspectives with curiosity ☐ Recognizing and acknowledging the inherent strengths in others ☐ Demonstrating empathy and compassion ☐ Showing concern for the feelings of others ☐ Identifying diverse cultural and social norms, including unjust ones ☐ Understanding the	☐ Listening actively, communicating effectively, and self-advocating ☐ Developing mutually healthy and productive relationships ☐ Making and maintaining trusting, respectful friendships ☐ Demonstrating gratitude ☐ Demonstrating cultural humility and competence	☐ Demonstrating curiosity and open-mindedness ☐ Demonstrating honesty, integrity, and fairness ☐ Learning how to make a reasoned judgment after analyzing information, data, and facts ☐ Identifying solutions for personal and social problems ☐ Anticipating and evaluating the consequences of one's actions ☐ Recognizing how critical thinking skills are useful both inside and outside of school ☐ Reflecting on one's role to

Figure 10 CASEL Competencies & Skills

To further supplement this, the DEI Director provides a monthly professional development calendar that compiles learning opportunities across the county, and nation to continue progress towards a more equitable and inclusive school environment. These calendars also include a list of self-paced learning resources that include articles, books, podcasts, documentaries, and other resources.

Goal C: Recruit Diverse School Leadership and Staff
PCS recognizes that representation matters in our efforts to create a welcoming and inclusive school community. For this reason, the 2020-2025 PCS Diversity Plan charges the Director of

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DEI, Head of School and Dean of Student, and Senior Business Administrator with the task of identifying and implementing strategies to recruit a more diverse teacher and staff population. and the Board to continue recruiting diverse members, both with a view to better reflect our community's demographics.

Our Administrative team is currently the most diverse in PCS history, with a White woman as the Head of School, a Chicana Director of Special Education, a Queer White woman as our Faculty Dean, a Black Queer woman Director of DEI, a White woman Director of Finance, a Mexican American male Vice Principal, and a Queer White Development Director. Students are able to access multi-racial social-emotional and academic support staff at PCS, with a Black Woman College Counselor and a Mexican American Male Social Emotional Counselor. Our overall staff diversity continues to trend towards a more reflective population across race and gender with 28.1% of our staff self-identifying as people of color, 56.1% Women, 40.4% Men, and 3.5% Non-binary. Our Board of Directors has continued to diversify moving from 50% people of color in 2021 to 66.6% in 2024. Currently our Board of Directors self-identify as 55.6% women, 33.3% men, and 11.1% Prefer to not state.

Through an initial review of our hiring practices, we were able to identify a number of areas that we could improve including:
- Revision of job titles and descriptions to accurately reflect responsibilities, hourly and salary pay scales, and communicate respect for every employee at PCS
- Building hiring panels that are diverse across markers of race, gender, SES, and professional role, with the intent of disrupting implicit biases and increasing overall cohesion of PCS staff.
- Creating, and implementing role-specific rubrics that hiring panels are trained to use to evaluate candidates.
- Providing interviewees with a copy of the interview questions so as to remove barriers created by auditory processing challenges.
- Coaching hiring panel participants to include their pronouns during introductions as a means of providing space for candidates to share how they'd like to be referred to.
- Sending representatives to local hiring fairs (CSUMB, UCSC, Cabrillo College Santa Cruz COE) to recruit for open positions and collect candidate hiring materials to keep on file.
- Sharing job post announcements with local teacher education programs

The Head of School and Board of Directors at PCS recognize the financial barriers that exist for educators seeking to live and work in Santa Cruz County. As a result, they worked in community with our teachers' union to negotiate fair and financially sustainable compensation increases for PCS faculty and staff. To further support staff wellness and retention the Head of School worked with the union to increase PTO from 10 days to 12. Finally, the Pacific Collegiate Foundation has established and seeded an endowment fund aimed at contributing to the long-term financial sustainability of the school.

Goal D: Build an Inclusive and Supportive School Culture
An essential aspect of the 2020-2025 PCS Diversity Plan is intentional focus on the actions

necessary to build and maintain an inclusive and equitable school culture and climate to support the academic success, social and emotional well-being, and sense of belonging for every student. Research has shown that an equitable and inclusive school culture is critical to the recruitment and retention of diverse and highly-qualified teachers, as well as the recruitment, retention and success of students of diverse backgrounds.

To ensure all members of the PCS community experience an inclusive rather than an assimilationist environment, PCS will continue to provide learning opportunities for leadership, staff, faculty and students to engage in dialogue, training, and cultural events that tackle issues related to equity, bias, institutionalized oppression, resistance, cultural affirmation, inclusion, etc. Under the direction of the Director of Diversity, Equity, Inclusion, and Access and the Head of School, PCS has committed to engaging the PCS community in a multi-year learning process focused on building our collective capacity and literacy around these important issues.

Over the past year, PCS has worked successfully to make progress towards building an inclusive and supportive school culture for all in the following way:

- The DEI Taskforce has continued to grow and expand in both membership and impact. This team of administrators, students, staff, parents and community organization representatives were able to create a proposal for expanded student recognition that resulted in increased academic and non-academic opportunities to spotlight the achievements of PCS students. This team has and continues to be an integral part of performing an equity and audit, as well as developing the next five year Diversity Plan. Additionally, this team will be working together to create proposals that look to expand and further hone existing supports available to first-generation and multilingual students at PCS.
- The Head of School worked in collaboration with the Trans and Nonbinary Student Union, and Board of Directors to create a resolution of commitment to protect the dignity, rights, and lives of it's LGBTQIA+ students and staff. This resolution publicly holds PCS accountable to live into its goals of creating a school environment that is diverse and inclusive, in the midst of a world that seeks to limit the spaces where queer and trans community members can safely exist and learn
- With the support of our School Counselor and Head of School, student leaders are bringing Hope Squad to PCS. Hope Squad is a student lead organization that seeks to raise awareness and decrease stigma around suicide and mental illness amongst teens. In Spring 2025 Hope Squad will launch at PCS and provide another avenue to address the increased mental health needs that have remained present since COVID-19 Lockdown in 2020.
- In an effort to further support our mission to "empowers all students to be creative problem-solvers, effective collaborators, and engaged leaders of today and tomorrow", the Director of DEI, worked in collaboration with administrators, Directed Studies teachers, Social-Emotional Counselors, and our Community Service Coordinator to develop the first full-day Student Leadership Retreat for a cohort of PCS students in grades 8-12. This leadership retreat brought an intentionally curated group of diverse students together to:
  - Learn about how to further integrate inclusive leadership skills and strategies into their lives
  - Build community, and create opportunities for students that might not otherwise interact to develop authentic connections through dialogue, games, and planning.
- Creating cultural celebrations and events that expose students to lived experiences

different than their own and center joy and connection. Some examples include:
- ○ Movie nights that are related to cultural heritage months, and create opportunities for students to have constructive adult-facilitated conversations after.
- ○ Día de los Muertos Community Celebrations that invite community organizations to share their cultural experiences and engage the PCS community through art projects, and performances.

- Continuing to offer support to students and staff in the creation of identity based affinity spaces to bolster feelings of belonging and inclusion for all.

- PCS's fundraising and community development work is also designed to build an inclusive and supportive school culture. The Development Office regularly showcases a wide range of student achievements-- everything from student advocacy efforts to sports wins to college acceptances to community service-- in an effort to build community pride and uplift success stories from a diversity of students. Our fundraising strategies invite all families, regardless of their financial status, to participate in the life of PCS and give back in ways that are meaningful to them. This means celebrating gifts of time and talent as much as financial donations-- and recognizing that supporting students to attend our school is an impactful contribution to PCS. We make time to honor every kind of contribution at several annual events, including Back to School Night, a Fall Donor Appreciation Event, GrandFriends Day and a Community Appreciation Event. PCS' fundraising messages are also community-building messages, emphasizing the ways that our community comes together as a whole to make PCS possible. To further root our development work in PCS' values, we are:

  - Cultivating financial resources for PCS work that supports inclusion and belonging, creativity and academic excellence;
  - Supporting and encouraging community engagement with the life of the school-- including PCS events, activities and school board meetings;
  - Partnering with students to craft development materials that features their creative work;
  - Developing clear, transparent fundraising strategies, metrics and evaluation processes that are regularly shared with members of the PCS community.

Goal E: Refine Data Collection and Assessment
Supported by the work of our data team (Dean of Faculty, TOSA/Data Analyst, Parent/Data Specialist, and DEI Director), PCS is continually improving and refining practices for data collection and analysis that will enhance our ability to identify and respond to achievement or opportunity gaps at Pacific Collegiate School. This work is essential to ensure that resources are allocated in particular support of our most vulnerable students.

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

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

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

Financial Oversight

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

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

The PCS Board adopted a new Financial Reserve Policy in October 2017 after completing a detailed reserve study. The revised policy increased the school's overall reserves and PCS currently holds $2.4M in reserves. These reserves allow the school to set an annual budget that focuses on the core mission of preparing students for college while strategically preparing for both expected and unexpected budgetary events. Additionally, the increased reserves and the rigor behind its framework and preparation provide the Board greater confidence that the school's needs will continue to be met even if requirements for one-time expenditure of excess funds are found to be compelling.

Appendices

A. 2021-2026 PCS Strategic Plan
B. 2020-2025 Diversity Status Report and Action Plan
C. 2024 Update to PCS Local Control and Accountability Plan
D. 2024 Annual Plan for Special Needs, Section 504, and English Learner Students
E. 2024 WASC Action Plan

REIMAGINING PUBLIC EDUCATION

Pacific Collegiate School Strategic Plan
2021-2026

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

2

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

OUR MISSION

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Our Values

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

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Anchors of Our Strategic Plan

Excellence for All

School Climate and Culture

Faculty and Staff Recruitment, Retention, and Development

Family and Community Engagement

Financial Sustainability

PACIFIC COLLEGIATE SCHOOL

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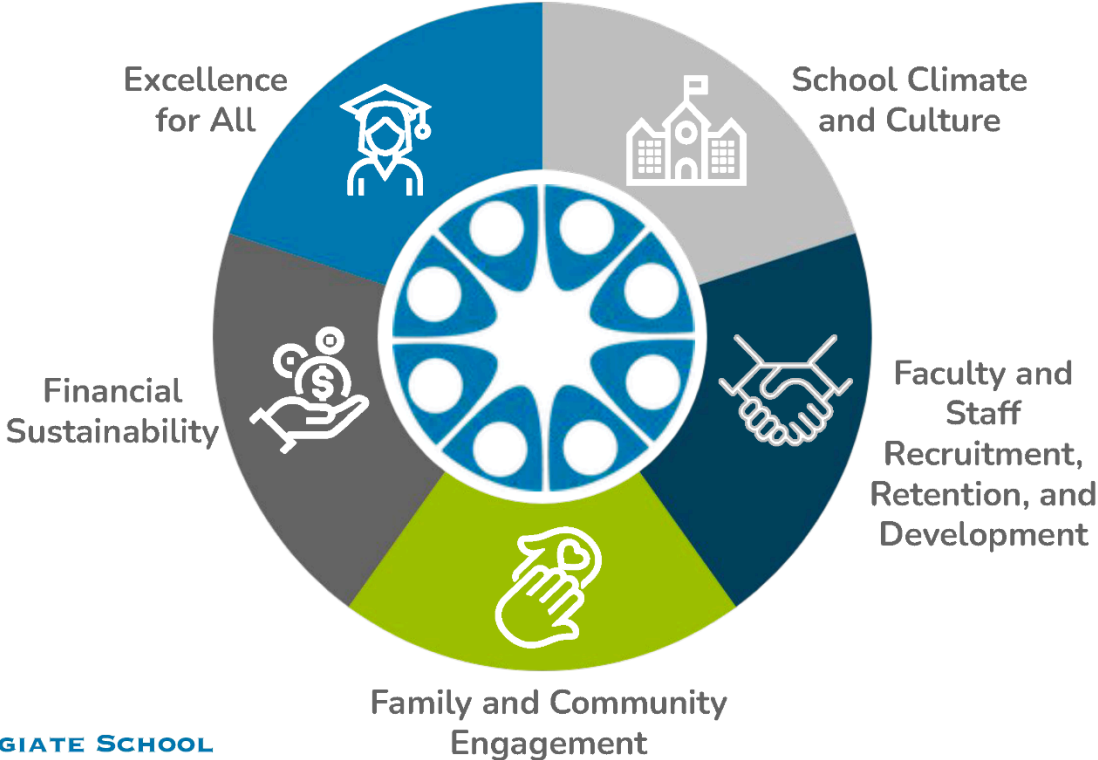
Overarching Priority: Excellence for All

We will achieve excellence for all by advancing the following goals:

→ Forefronting equity, opportunity, and excellence for every student.

→ Removing barriers that inhibit student success.

→ Refining PCS curriculum and instruction to ensure historically & culturally relevant and anti-racist education within a premiere college-preparatory program.

PACIFIC COLLEGIATE SCHOOL

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160
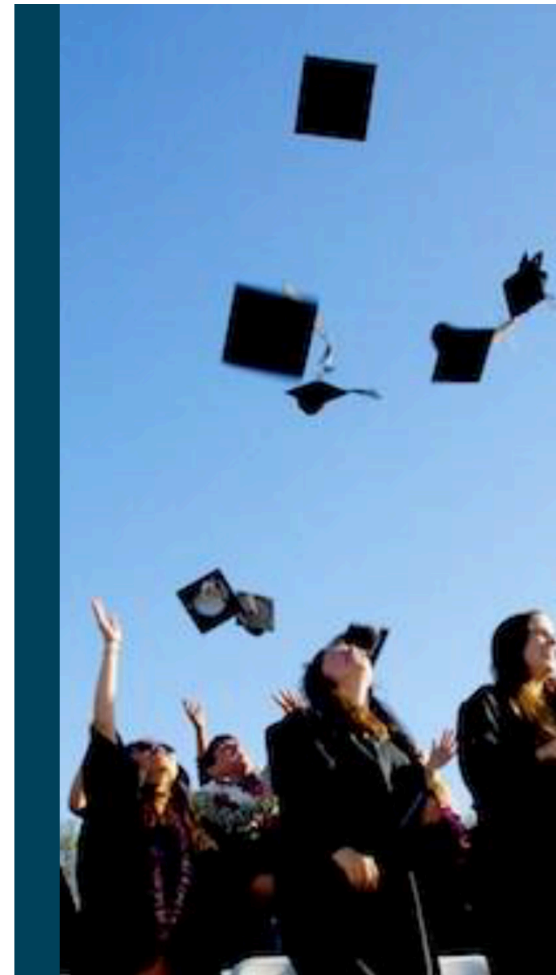
Excellence for All: Goals, Initiatives & Metrics of Success

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

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

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

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

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

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

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Excellence for All: Goals, Initiatives & Metrics of Success

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

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

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

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

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

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

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

Excellence for All: Goals, Initiatives & Metrics of Success

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

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

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

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

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

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

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Priority 2: School Climate and Culture

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

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

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

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

Exploring options for expanding PCS facilities to provide enhanced student experience

PACIFIC COLLEGIATE SCHOOL

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

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

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

Five Year Metrics of Success

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

PACIFIC COLLEGIATE SCHOOL

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

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

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

PACIFIC COLLEGIATE SCHOOL

Five Year Metrics of Success

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

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

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

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

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

Five Year Metrics of Success

- See Goals 1 & 2

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

PACIFIC COLLEGIATE SCHOOL

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

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

Five Year Metrics of Success

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

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

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

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

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

→ Cultivating school leaders who practice and model PCS values.

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

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

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

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

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

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Five Year Metrics of Success

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

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

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

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

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Five Year Metrics of Success

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

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

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

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

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

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Five Year Metrics of Success

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

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Priority 4: Family & Community Engagement

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

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

→ Recruiting and supporting a diverse student population.

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

→ Cultivating long term connections and involvement of PCS alumni.

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

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

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

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

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

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Five Year Metrics of Success

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

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

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

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

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

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Five Year Metrics of Success

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

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

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

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

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

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

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Five Year Metrics of Success

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

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

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

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

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

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Five Year Metrics of Success

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

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

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Priority 5: Financial Sustainability

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

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

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

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Financial Sustainability:
Goals, Initiatives & Metrics of Success

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

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

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

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

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

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Five Year Metrics of Success

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

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

1. Proactively manage the budget to look out 1 to 3 years and anticipate changes in levels of revenues at the local, state and national levels.

2. Explore and execute on opportunities to bring in additional operating revenues such as renting the building during off school hours and summer programs.

3. Document and maintain a list of levers to decrease expenses if needed.

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Five Year Metrics of Success

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

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Appendix: Glossary of Terms

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GENERAL TERMS

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

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DIVERSITY, EQUITY, AND INCLUSION TERMS

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

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INSTRUCTIONAL TERMS

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

PACIFIC COLLEGIATE SCHOOL

Thank you.
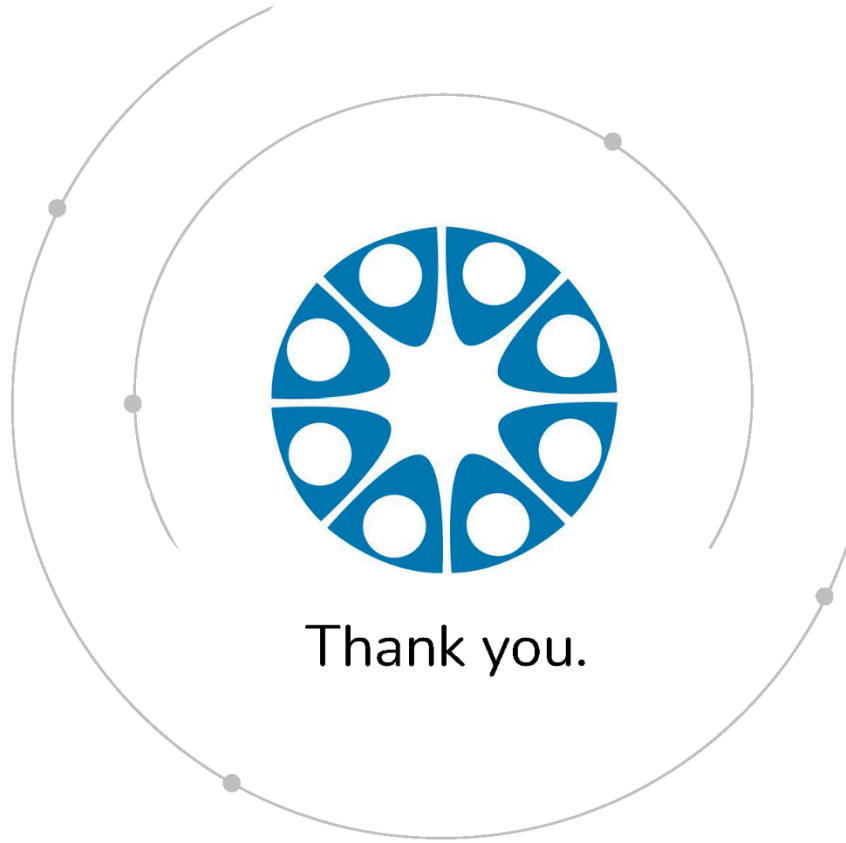
Appendix B 2020-2025 Diversity Status Report and Action Plan

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

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

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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

information about PCS, raising awareness of PCS and the procedures for admission, and the development of community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.

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

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

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

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

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

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

culturally responsive pedagogy and broader DEI issues respectively.

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

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

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

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

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

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

Sub-goal 1.3: Shift Public Perception. The School sought to shift public perception of diversity at PCS by: (a) raising the visibility of the FTC lottery; (b) highlighting and celebrating the diversity of the PCS student body via a revamped website; and (c) examining all marketing materials to ensure the promotion of diverse student recruitment.

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

Goal 2: Build an Inclusive and Supportive School Culture

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

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

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

Status: PCS began employing a part-time ELL Instructional Assistant in 2018. This position continues to support the needs of English Language Learners at PCS.

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

Status: The Outreach Coordinator created a student diversity club, and invited one student representative from the club to participate in the Diversity Committee and attend Board meetings. PCS teachers have also engaged students in DEI awareness in the classroom. For example, teachers and departments have expanded reading lists to include authors from diverse backgrounds.

Sub-goal 2.4: Study Benefits and Impacts of a Possible Sixth Grade. PCS committed to explore

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

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

The PCS Board has identified this change as an important area for making significant transition in the racial and socioeconomic diversity of the School. Accordingly, as part of the 2020 Charter renewal process, the School intends to seek to remove this barrier to access.

Goal 3: Board and Faculty/Staff Diversity Recruitment

Sub-goal 3.1: Board. The PCS Board sought to address the following in its member recruitment:
(a) review and revise its recruitment materials and strategies with the goal of improving diversity; (b) expand outreach both geographically and in terms of advertising methods; (c) leverage connections with local organizations that serve underrepresented constituencies; (d) consider engaging a search firm to enhance diversity; and (e) provide its members access to diversity and bias training.

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

Sub-goal 3.2: Faculty/Staff. PCS will review and revise its faculty and staff recruitment

materials as well as its recruitment strategies with the goal of improving diversity.

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

Goal 4: Expand Data Collection and Assessment

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

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

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

Status: PCS continues to evaluate how to hold a lottery that is compliant with State law and also serves PCS diversity goals. The Head of School conducted an analysis looking for any correlation between race and either FTC and/or free and reduced meal eligibility. Based on this analysis, coupled with a recent study of barriers to access in Diverse by Design schools conducted by the Century Foundation[2], PCS has concluded that the most effective approach is to direct its efforts to the 6th Grade and the expansion of the First to

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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

College preference in that lottery as discussed in Part IV below.

IV. Overview of the 2020-2025 Diversity Action Plan

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

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

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

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

D. **Build an Inclusive and Supportive School Culture**. The Head of School will lead efforts to build an inclusive and equitable school culture and climate to support the academic success, and social and emotional well-being of every student. This initiative will both involve investing in a staff member to support diversity, equity and inclusion efforts in addition to engaging expertise on equity to support multi-stakeholder learning.

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

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IV. <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 First to College (FTC) students (or based on another diversity-targeted metric), in order to ease the transition between elementary, middle, and high school for FTC students and thereby increase the likelihood of their applying to PCS. As part of this initiative, PCS may create 1-2 pilot section(s) to determine feasibility before launching a full 6th grade program.

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

PCS runs a first-to-college admissions lottery that allocates 15% of 7th grade seats for students who will be the first in their family to attend college. This lottery occurs prior to the main lottery; anyone not chosen in the first-to-college lottery is then entered in the main lottery as well. As part of our efforts to analyze PCS's stated commitment to enrolling a diverse student body, we have looked at the first-to-college admissions lottery data to measure the level of diversity in the school's actual enrollment. While we recognize that a robust definition of diversity in school enrollment requires considering a variety of factors, our analysis showed, unsurprisingly, that first-to-college admissions at PCS correlates with racial and socioeconomic diversity. In the last few years, however, the number of applicants to the first-to-college admissions lottery has not increased and remains close to the 15% of the allotted 7th grade seats. While a narrow achievement gap persists for these students according to state administered test results, that gap is decidedly smaller than the statewide economic achievement gaps. Fundamentally, the consideration of first-to-college in selection process has been a critical component for achieving the current level of diversity at PCS, yet moving forward we must further evaluate ways to attract an even higher enrollment of diverse students into the school.

At the current level of diversity, research has shown that it is still difficult for minority students

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

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

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

Goal B: **Build Mechanisms of Student Support.** The Head of School will lead efforts around teacher development and support programs for students to ensure all students are supported to be successful at PCS, with a particular focus on ensuring the success of diverse populations, and with a view towards expanding support to 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 support. As PCS strives to become a more diverse learning community, we move forward with particular interest in providing a comprehensive system of student support to ensure the success of all students, with particular interest in reducing equity/opportunity gaps.

To that end, PCS will enhance services to provide Multi-Tiered Systems of Support (MTSS). As defined by the California Department of Education, "MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning,

individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success."[3] By establishing an MTSS system, PCS will create greater opportunity to identify and intentionally respond to students' individual learning needs with necessary services and support.

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 support and services to meet the needs of the diverse students we seek to attract and retain.

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

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

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

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

Goal C: **Recruit Diverse School Leadership**. The Head of School will identify and implement strategies to recruit a more diverse teacher and staff population, and the Board will continue to

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[3]

recruit diverse members, both with a view to better reflect our community's demographics.

As PCS seeks to increase student diversity, we recognize the benefits of recruiting and retaining a more diverse faculty and staff. According to 2018 study, "increasing teacher diversity is a very important strategy for improving learning for students of color and for closing achievement gaps."[4] While PCS recognizes that all students benefit from learning in a more diverse school environment, research suggests "the impact is especially significant for students of color, who have higher test scores, are more likely to graduate high school, and more likely to succeed in college when they have had teachers of color who serve as role models and support their attachment to school and learning. Students with racially diverse teachers also have fewer unexcused absences and are less likely to be chronically absent."[5]

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

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

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

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

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

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for the Board, teachers, staff, parents and students.

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

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

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

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

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

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

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

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

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

2. Create a Roadmap to Close Achievement Gaps. We will can establish reasonable roadmaps to achieve our vision, setting measurable goals for each racial or

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socioeconomic subgroup to close the achievement gaps.

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

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 (SCHS) District
2010-11	5.0	10.2	6.7	12.6	12.3	5.5	9.0	32.6%
2011-12	17.0	13.6	11.4	4.7	10.7	10.4	11.4	34.5%
2012-13	21.6	16.1	11.4	13.1	5.9	11.0	13.2	35.9 %
2013-14	13.5	20.5	17.0	11.8	14.7	6.1	14.0	37.1 %
2014-15	15.41	13.5	16.1	16.3	12.3	15.5	14.9	37.6 %

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2015-16	16.3	14.3	13.3	16.0	16.0	12.7	14.8	
2016-17	7.6	18.3	18.7	14.1	18.3	14.7	15.3	
2017-18	17.6	5.4	17.4	16.5	15.1	16.7	15.5	
2018-19	10	18.3	5.4	15.2	17	16.7	13.8	

2.<u>Percentage of PCS Students Reported as White</u>

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

3.<u>Percentage of PCS Students Reported as Eligible for Free and Reduced Lunch</u>

School	Grade	Grade	Grade	Grade	Grade	Grade	Total	SCHS

Year	7	8	9	10	11	12		District
2010-11	1.2	0	3.4	3.5	3.8	27.3	5.2	35.5 %
2011-12	1.1	3.4	5.8	7.1	6.0	13.2	5.9	32.5 %
2012-13	2.3	10.3	4.5	8.4	7.0	9.8	7.0	32.5 %
2013-14	5.7	1.1	0	0	0	2.5	1.6	36.5 %
2014-15	8.8	5.6	2.3	3.8	1.4	2.8	4.3	40.3 %
2015-16	4.4	11	5.6	2.5	4	4.2	5.4	TBD
2016-17	8.7	7.8	13.2	11.8	5.8	2.7	8.5	TBD
2017-18							11.7	
2018-2019								

4.First to College (FTC) Students

Academic performance data of the FTC students is compiled in the table below. The numbers are fairly small, making it difficult to identify trends. However, the high success rate on Advanced Placement exams in our first graduating class is notable.

PCS First To College Academic Data (through 2023)									
	GPA		% who Met or Exceeded the Standard on CAASPP						% of AP Exams with 3, 4, or 5
Class	Junior High	High School	7th ELA	7th Math	8th ELA	8th Math	11th ELA	11th Math	
2017	2.62	2.758					83% (n=6)	50% (n=6)	88% (n=16)
2018	2.45	2.74							67% (n=3)

2019	3.057	3.331			60%	50%			

					(n=10)	(n=10)			
2020	2.494		75% (n=8)	50% (n=8)	75% (n=8)	38% (n=8)			
2021	2.401		29% (n=7)	29% (n=7)					
2022									
2023									

5. <u>PCS Student Diversity Results</u>

   Key student diversity categories are combined for comparison.

	Total Enrollment*	FTC Students**		Hispanic Students	
	545			75	13.8%
	537			83	15.5%
2016-2017	522	54	10.3%	80	15.3%
2015-2016	518	55	10.6%	74	14.3%
2014-2015	508	63	12.4%	82	16.1%
2013-2014	504	61	12.1%	70	13.9%

FTC (First to College) and Hispanic student data are self-reported; Hispanic students reported as Hispanic/Latino.

* Starting enrollment as of the first Wednesday of each October.

** FTC students admitted through sibling preference, FTC lottery, general lottery, and after 7th grade combined.

6. <u>2017-2018 Ethnic Diversity Index - Santa Cruz County Schools</u>

School	Ethnic Diversity Index	Enrollment
San Lorenzo Valley High	23	726
San Lorenzo Valley Middle	26	538
Scotts Valley High	32	802
Scotts Valley Middle	30	562

Pacific Collegiate School	**34**	**537**
Aptos High	40	1,478

Mission Hill Middle	44	615
Santa Cruz High	40	1,062
Branciforte Middle	42	482
Soquel High	42	1,155
Harbor High	40	926
All Santa Cruz County public schools	39	40,393

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

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

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

The outcome of the March 2012 FTC Lottery was quite different. PCS received 21

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

D.WASC Plan Diversity Goals

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

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

support for FTC Students	Faculty			

E.2015-2018 Strategic Plan Diversity Goals

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

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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 student families of diverse backgrounds might be reached.[6] The Outreach Coordinator has attended a wide variety of community events to raise awareness of PCS and the procedures for admission. PCS has developed community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.[7] Prior to the annual admissions lottery, which is typically held in March, PCS conducts at least three information meetings for students and their families. These meetings are widely advertised in English as well as Spanish, and Spanish language interpretation is available at each meeting. All literature, handouts and PowerPoint presentations are translated into Spanish. The PCS website has a translation feature so that the website material can be instantly converted to Spanish. PCS also has staff members who are fluent Spanish speakers who can support prospective families and students with the application process. The online admission application is available in both Spanish and English and hard copies of both applications are available on campus for those not

able to access information via the Internet.

4. <u>Development of Pilot "First to College"(FTC) Program Affecting PCS Lottery</u>. The combination of open public access and high academic standards has resulted in significantly more demand for PCS admission than there are spaces available for students. Pursuant to California State charter school law, PCS holds an annual public lottery for admissions. The lottery is widely publicized, open to all - there are no tests and no application fees - and is completely transparent.[8]

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

5. <u>Programs for Student Support</u>. Since approximately 2004, PCS staff have been meeting monthly to identify at-risk students and provide them with the appropriate resources/support. At these meetings, teachers share observations about students and develop action plans for support. In some cases, students are referred to the Student Support Team for additional support.[9] Study hall is available for students before and after school and throughout the day, with computers available. Peer tutors, supervised by a member of the faculty, are available in afternoon study hall Monday-Thursday until 4:30 p.m.

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

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In the 2010-2011 school year, the Math Department began offering drop-in after-school tutorial programs staffed by volunteer faculty, and the program currently operates on Mondays and Tuesdays after school. Many students are officially referred to the program, but students have also opted to attend. The program's organizers track the attendance of students, and it is specifically aimed at improving achievement in math.

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

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

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

2011-2015 Diversity Plan and Progress

The 2011-2015 Diversity Plan identified five measures PCS would evaluate and pursue. [10] Those measures, and the progress made on each, is as follows:

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

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tutoring program with Barrios Unidos. Children in grades kindergarten to 12th grade who participate in Barrios Unidos are transported to PCS two days a week, where students provide tutoring and PCS staff provide academic assessments. During the 2014-2015 school year, approximately 20 students from the Beach Flats community participated. During the 2015-2016 year, about 20 students from Beach Flats and an additional 20 students from the Live Oak community participated and there was a waitlist of about the same numbers from each community to join the program, the total number participating being limited due to transportation issues. The program has been a tremendous success, although Barrios Unidos has found it challenging to continue transportation funding.[11] In conjunction with the tutoring program, PCS has been involved in potluck community events with Barrios Unidos parents. The events have been at both PCS and in the Beach Flats Community Center.[12] Through both the tutoring program and the community events, families who might not have even been aware of PCS have now been introduced to PCS in a positive and welcoming manner, and some of those families have applied for the PCS lottery.[13]

      2.   <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).

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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 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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Appendix C 2024 Update to PCS Local Control and Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Cruz County Office of Education

CDS Code: 44 10447 4430252

School Year: 2024-25

LEA contact information:

Maria C. Reitano

Head of School

(831) 479-7785 Ext. 3102

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $6,253,256 75 %

All federal funds, $341,413 , 4%

All other state funds, $922,999 , 11%

All local funds, $832,868 , 10%

All Other LCFF funds, $6,135,720 , 74%

LCFF supplemental & concentration grants, $117,536 , 1%
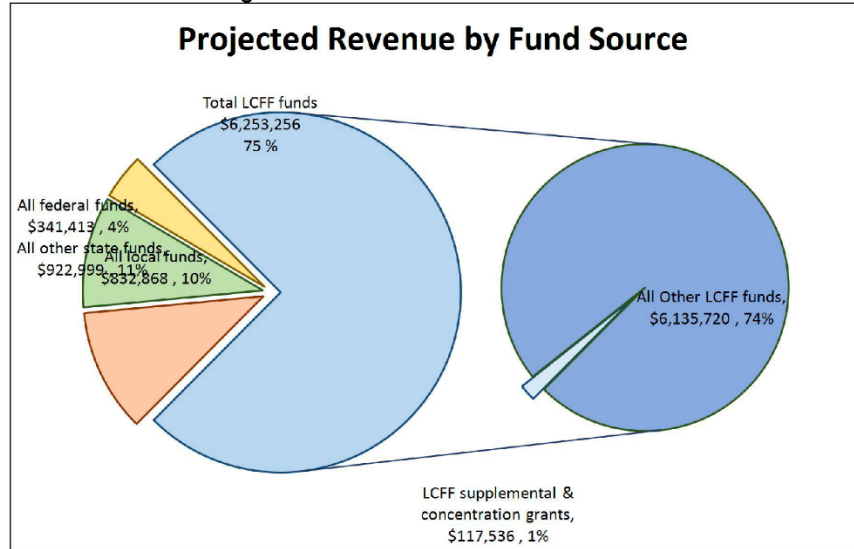
This chart shows the total general purpose revenue Santa Cruz County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Cruz County Office of Education is $8,350,536, of which $6,253,256 is Local Control Funding Formula (LCFF), $922,999 is other state funds, $832,868 is local funds, and $341,413 is federal funds. Of the $6,253,256 in LCFF Funds, $117,536 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 9,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $8,350,826
$ 7,000,000	
$ 6,000,000	
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	Total Budgeted Expenditures in the LCAP
$ 2,000,000	
$ 1,000,000	$583,623
$ 0	
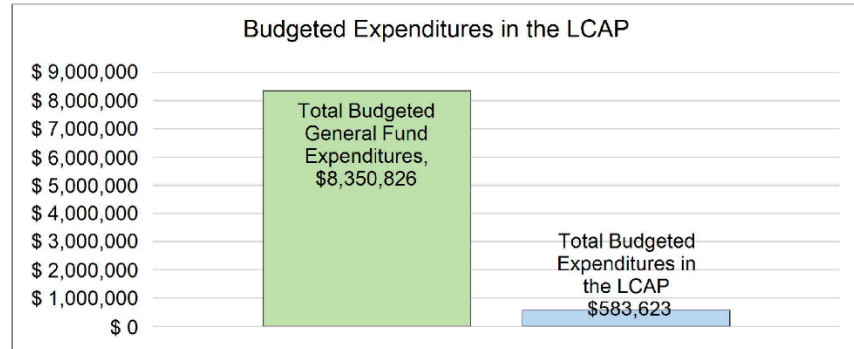
This chart provides a quick summary of how much Santa Cruz County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Cruz County Office of Education plans to spend $8,350,826 for the 2024-25 school year. Of that amount, $583,623 is tied to actions/services in the LCAP and $7,767,203 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

PCS has salary and benefits for non-teachers and items like rent, utilities, etc. that are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Santa Cruz County Office of Education is projecting it will receive $117,536 based on the enrollment of foster youth, English learner, and low-income students. Santa Cruz County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Cruz County Office of Education plans to spend $227,679 towards meeting this requirement, as described in the LCAP.

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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $226,869

☐ Actual Expenditures for High Needs Students in LCAP — $147,743

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000
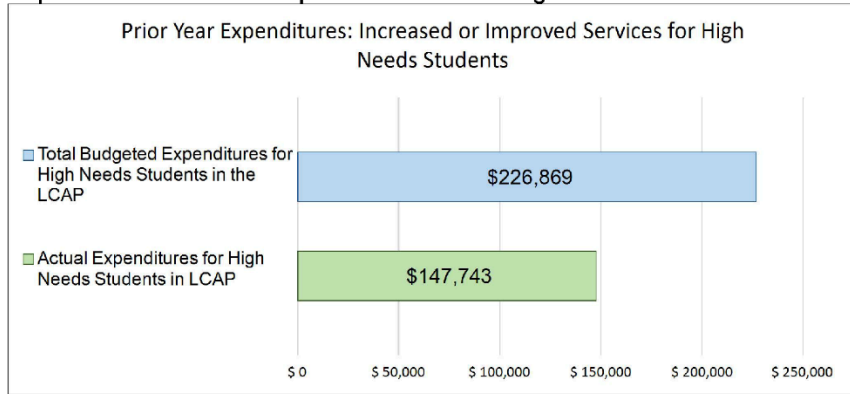
This chart compares what Santa Cruz County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Cruz County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Santa Cruz County Office of Education's LCAP budgeted $226,869 for planned actions to increase or improve services for high needs students. Santa Cruz County Office of Education actually spent $147,743 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-79,126 had the following impact on Santa Cruz County Office of Education's ability to increase or improve services for high needs students:

While PCS still met the required expenditures for high needs students, PCS spent less than budgeted because several employees left during the year and there was a period of time that jobs remained unfilled.

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2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Graduates Meeting UC/CSU a-g Requirements	100%	100%	99%	(2023) 93%	100% of graduates will meet UC/CSU a-g requirements
% of Graduates Accepted to College/University	100%	100%	100%	100%	100% of graduates will be accepted to college/university.
% of 11th Grade Students Meeting or Exceeding Standards on ELA CAASPP	(2109) 96% of all students; 100% First to College students	(2020) N/A local assessment in lieu of CAASPP	(2022) 85.4% of all students; 100% of First to College students	(2023) Overall, 99% of PCS 11th grade students met or exceeded ELA CAASPP standards. When disaggretated to reflect our most signifigant subgroups, the data shows differences between the number of students meeting or exceeding standards Latinx (100%) and White (87%), as well as between Economically Disadvantaged (86%)	100% of 11th grade students will meet or exceed standards on ELA CAASPP (including FTC and all subgroups).

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				and non-Economically Disadvantaged students.	
% of 11th Grade Students Meeting or Exceeding Standards on Math CAASPP	(2019) 83% all students; 50% First to College (FTC) students	(2020) N/A local assessment in lieu of CAASPP	(2022) 75.6% of all students; % of First to College students	(2023) Overall, 89% of PCS 11th grade students met or exceeded Math CAASPP standards. When disaggretated to reflect our most signifigant subgroups, the data shows small differences between the number of White (66%) and Latinx (67%) students meeting or exceeding standards, with very similar differences between Economically Disadvantaged (66%) and non-Economically Disadvantaged (67%) students.	100% of 11th grade students will meet or exceed standards on Math CAASPP (including FTC and all subgroups).
% of Students Participating in AP Courses	100%	100%	100%	100%	100% of students will participate in AP courses of study.
% of Students Scoring 3, 4, or 5 on one or more AP Exams	(Class of 2020) 77% of all students	(Class of 2021) 72% of all students	(Class 2022) 90.2% of all students	(Class of 2023) Overall, 78% of students scored a 3, 4, and 5 on one or more AP exams. This year, PCS received	100% of all students will score a 3, 4, or 5 on one or more AP exams (including FTC and all subgroups).

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				special recognition for ensuring access and equity in student outcomes across all subgroups of students.	
# of students with a Personalized Learning Plan	N/A - program in development	N/A - program in development	N/A - program in development	N/A - program in development	100% of students will have a Personalized Learning Plan.
% Cohort Graduation Rate	(2020) 80% of all students; Latinx 4%; Two or More Races 93%	(2021) 88% of all students; Latinx 100%; Two or More Races 100%	(2022) 85% of all students; Latinx 71%; Two or More Races 100%	(2023) 94.6% of all students (including all subgroups).	100% of PCS students will graduate in 4 years (including FTC and all subgroups).
% of SWD participating in CAASPP (ATSI) - new metric for 2023-2024			(2022) 50% of SWD participated in CAASPP ELA and Math testing	(2023) 92% of SWD participated in CAASPP ELA and Math testing.	100% of SWD will participate in CAASPP ELA and Math testing.

Goal Analysis

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

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

Planned actions resulted in successful outcomes in this goal area, but there remains some work to ensure that these outcomes are achieved for all students, including traditionally underrepresented groups. For example, overall, 89% of PCS 11th grade students met or exceeded Math CAASPP standards. When disaggretated to reflect our most signifigant subgroups, the data shows small differences between the number of White (66%) and Latinx (67%) students meeting or exceeding standards, with very similar differences between Economically Disadvantaged (66%) and non-Economically Disadvantaged (67%) students.

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

PCS did not engage in the development of Personalized Learning Plans for all students during this LCAP cycle as planned. It was determined that other focus areas were more critical at this time, so this goal was postponed and resources were reallocated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in support of this goal were effective and will be continued in the 2024-2025 LCAP as either maintenence goals or goals intended to close access and achievement gaps for all students.

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

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

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Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students reporting moderate or high degree of school connectedness (California Healthy Kids Survey)	(2020) Grade 7: 86%, Grade 9: 92%, Grade 11: 94%	(2021) N/A - CHKS administered biennially	(2022) Grade 11: 81%	N/A - CHKS administered biennially	100% of students in Grades 7, 9, and 11 reporting moderate or high degree of school connectedness, including FTC and all subgroups (California Healthy Kids Survey).
% students reporting a moderate or strong sense of belonging/connection, caring/supportive school community, and understanding/trust in support and complaint systems (locally developed student experience survey).	0% - student experience survey in development	over 80% of students reported a moderate or strong sense of belonging/connection.	(2022) 69% of all students reported a moderate or strong sense of belonging/connection.	(2023) 83% of students reported a moderate or strong sense of belonging/connection.	100% of students reporting moderate or strong sense of belonging/connection, caring/supportive school community, and understanding/trust in support and complaint systems, including FTC and all subgroups (locally developed student experience survey)
% of students participating in	N/A - program still in development	N/A - program still in development	N/A - program still in development	N/A - program still in development	50% of students participating in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
leadership development programs					leadership development programs, including FTC and all subgroups
% of students with leadership development goals/activities in Personal Learning Plan (PLP)	N/A - program still in development	N/A - program still in development	N/A - program still in development	N/A - program still in development	100% of students have leadership development goals/activities included in Personal Learning Plan (PLP), including FTC and all subgroups

Goal Analysis

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

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

Leadership Development programs and personalized learning plans were actions deferred to the next LCAP cycle, so expenditures in these areas were reduced and resources reallocated. This was in part due to unplanned opening in the community liaison position that required our DEI Director to focus efforts on other unanticipated areas of our schoolwide Strategic Plan.

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

Leadership Development programs and personalized learning plans were actions deferred to the next LCAP cycle, so expenditures in these areas were reduced and resources reallocated.

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An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Specific actions to support a positive school climate were effective, but additional work remains to be done. This will require the carryover of these goals and actions into the 2024-2025

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

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

Goals and Actions

Goal

Goal #	Description
3	Family and Community Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents/caregivers reporting a sense of belonging and opportunities for meaningful engagement in the school community (locally developed parent/caregiver experience survey).	0% - parent/caregiver experience survey to be developed	Over 90% of parents/caregivers reported a moderate or strong a sense of respect by teachers and staff. Nearly 80% of parents/caregivers said they had at least some opportunities for meaningful engagement in the school community such as participation in discussions, groups or committees that contribute to decision making at PCS. Nearly 60% of parents/caregivers have participated as a member of a parent club, committee, or organization at PCS.	(2022) Once again, over 90% of parents/caregivers reported a moderate or strong a sense of respect by teachers and staff. Nearly 80% of parents/caregivers said they had at least some opportunities for meaningful engagement in the school community such as participation in discussions, groups or committees that contribute to decision making at PCS. Nearly 60% of parents/caregivers have participated as a member of a parent club, committee, or organization at PCS.	(2023) 91% of parents/caregivers reported a moderate to strong sense of respect by staff; 79% of parents/caregivers experience a sense of belonging and opportunities for meaningful engagement in the school community. 58% of parents/caregivers reported participation in the Parent Volunteer Association, and/or a committee, organization, or event at PCS.	100% of parents/caregivers reporting a sense of belonging and opportunities for meaningful engagement in the school community (locally developed parent/caregiver experience survey).

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of written communications (email, text, mail, website, policies, documents) available bilingually (English/Spanish) or in translatable format	(2020) 30%	(2021) 50%	(2022) 85%	(2023) 90%	100% of written communications (email, text, mail, website, policies, documents) available bilingually (English/Spanish) or in translatable format
% of PCS lottery applications submitted for FTC and FRL students	(2021) 9%	(2022) 7%	(2023) 19%	(2024) 11%	40% of PCS lottery applications submitted for FTC and FRL students

Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Additional focus and increased outreach efforts need to be focused on increasing the number of applications submitted to the lottery for FTC and FRPM eligible students to increase schoolwide diversity and meet expectations set by goal metrics.

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

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Pacific Collegiate School (www.pacificcollegiate.com) is an independent public charter school open to any student in 7th through 12th grade seeking a rigorous college preparatory education. Since its founding, PCS serves 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 550 students at its new campus, 3004 Mission Street, on Santa Cruz's Westside.

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

Students at Pacific Collegiate School are encouraged to follow their interests and passions and to respect the experiences, identities, and perspectives of others while engaging in a rigorous, college preparatory curriculum. PCS provides extensive school-wide supports to ensure that our students succeed academically and socially within a community of care.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

PCS is recognized annually by U.S. News and World Report, Niche, and The Challenge Index as among the top 10% of high schools and public charter schools in the nation. PCS has also been repeatedly recognized as a California Distinguished School, and ranked as the top

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performing high school in Santa Cruz County. In 2023, despite the many continuing effects of the COVID-19 pandemic on K-12 schools, PCS made progress on school and LCAP goals.

PCS has improved the 4 year cohort graduate rate for all subgroups to 94.6%, with 93% of graduates having satisfied all UC/CSU a-g requirements, and 100% earning acceptance to college/university prior to high school graduation. PCS students also continue to perform well on Advanced Placement exams (with over 78% of students earning a score of 3, 4, or 5 on one or more exams).

PCS continues to track the progress of all learners, adressing gaps in learning and school experience where identified. Recognizing that the COVID-19 pandemic has exacerbated access and opportunity gaps bexperienced disproportionately by some of our most vulnerabile students and families, we have paid particular attention and allocated resources in alignment with our mission to support the success of all students. This has included additional personnel, professional learning for faculty and staff, additional support mechanisms, and enhanced resources aimed at supporting our English Learners, First to College students, students with disabilities, and foster/homeless youth. A particular area of need and action that seems to exist across subgroups is in improving outcomes in Mathematics. Therefore, PCS will be allocating resources toward enhancing supports for academic support and enhancing positive school culture during the 2024-2025 school year.

PCS qualified for federal Additional Targeted Support and Improvement in 2022, since we did not have 95% of students with disabilities participating in CAASPP. Since then, we have worked to improve the CAASPP testing rate. We now have 92% of students with disabilities compeleting CAASPP and are close to the federal requirement of 95%.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	Students have been engaged in LCAP development in concert with WASC Accreditation during the 2023-2024 school year. In addition, surveys fwere distributed to gather input from all students; additional input was gathered from student members of Student Advisory Council and participants in WASC Focus Groups 10/2, 10/19, 11/1, 11/13, 11/30, 12/12, 1/8, 1/18, 2/26, and 3/25. A public hearing was held on May 1, 2024 at a regularly scheduled Board meeting, with a review of school data benchmarks an invitation for all educational partners to provide additional input via email to the Head of School.
Parents and Caregivers	Parents and Caregivers were invited to complete household surveys; parent/caregiver members of Parent Volunteer Association and WASC Focus Groups provided additional input during meetings held on 10/2, 11/1, 11/13, 11/14, 12/12, 1/8, 1/9, 2/26, 3/14, 3/25, and 5/14; parent/caregivers were also enouraged to attend Budget. Data, and LCAP Town Hall meetings held on 1/24, 2/15, and 5/16. A public hearing was held on May 1, 2024 at a regularly scheduled Board meeting, with a review of school data benchmarks an invitation for all educational partners to provide additional input via email to the Head of School.
Staff and Faculty	Survey data was gathered from all staff and faculty members (administrators, certificated, and classified staff); data disussions were held on in-service and collaboration days throughout the school year; in addition, staff and faculty members provided input as members of WASC Focus Groups held on 10/2, 11/1, 11/13, 12/12, 1/8, 2/26, and 3/25, and when attending Budget. Data, and LCAP Town Hall

Educational Partner(s)	Process for Engagement
	meetings held on 1/24, 2/15, and 5/16. A public hearing was held on May 1, 2024 at a regularly scheduled Board meeting, with a review of school data benchmarks an invitation for all educational partners to provide additional input via email to the Head of School.
Board Members	Board members were encouraged to participate and share input via WASC Focus Groups; reports on LCAP progress, budget development and expenditures contributing to school growth and updated data was shared supporting LCAP expenditures at Board meetings throughout the year. A public hearing was held on May 1, 2024 at a regularly scheduled Board meeting, with a review of school data benchmarks an invitation for all educational partners to provide additional input via email to the Head of School. LCAP local indicators were shared once again in a meeting held on June 5, 2024, during which the 2024-2025 LCAP was approved by the Board of Directors.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

During the 2020-2021 school year, Pacific Collegiate School engaged in a comprehensive Strategic Planning process that included many opportunities for input and meaningful engagement in school planning by our educational partners. These included the following (with Spanish Translation/Interpretation):
1. Strategic Planning surveys soliciting feedback from PCS students, parents/caregivers, staff/faculty, and community members. We were pleased to experience relatively high completion rates: 50% students, 67% parents/caregivers, 75% staff/faculty.

2. 16 Focus Group meetings were held to learn from a variety of voices and experiences in our community (i.e. students, students of color, First to College (FTC) students, parents/caregivers, parents/caregivers of color, parents/caregivers of English Learners, parents/caregivers of students with disabilities, parents/caregivers of FTC students, alumni, new to PCS families, certificated faculty, classified staff, community members).

3. 7 Multi-Educational Partner Strategic Planning Work Groups were established to revise the PCS Vision, Mission, and Values statements, to discuss relevant data, and develop plans aligned to the Focus Areas educational partner input suggested were most important for the future of our school:
(1) Excellence for All/Diversity, Equity, and Inclusion
(2) School Climate and Culture
(3) Family and Community Engagement
(4) Faculty and Staff Recruitment, Retention, and Development
(5) Data Systems and Analysis
(6) Financial Sustainability.

These work groups included students, parents, teachers, support staff, and Board members. Each work group held 4-6 90 minute meetings to reflect on school data and community input, and to make aligned recommendations for the 2021-2026 PCS Strategic Plan.

4. 4 Town Hall/Community meetings were held to gather input and feedback from the PCS community on the revised Vision, Mission, and Values statements and the evolving Strategic Plan and LCAP goals. Town Hall meetings, public hearings, and Board meetings each year to ensure school goals and resource allocation reflected student needs, community input, and alignment with the Strategic Plan.

During the 2023-2024 school year, PCS continued with the Year 3 Action Plan of our Strategic Plan, and engaged educational partners in LCAP development as listed above, inviting their recommendations for resources and services to meet the needs of all students. Local indicator data suggested that parents and caregivers were appreciative of efforts made to simplify and make communication accessible, but that additional work needed to be done. This is particularly the case for families for whom English is not the home language. Survey and focus group data from that subgroup indicated that additional meetings and bilingual supports are needed to ensure equitable access to school communications and meetings.

2023-2024 caregiver survey data reflected that 79% of caregivers experience a strong sense of belonging at PCS, but only 58% of those parents/caregivers are participating in school events or volunteering their time in support of events at school. PCS is carrying goals over focused on communication and participation in school events in an effort to improve these metrics. Additionally, PCS has a goal of increasing lottery applications for 7th grade in alignment with preferences for First to College and Socioeconomically Disadvantaged youth. Actions in this area are aimed at increasing this metric from 11% to 30% through improved communication and outreach efforts.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engage All Students in Exemplary College Preparatory Education	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

PCS is committed to offering an exemplary college preparatory education to our students, and to providing sufficient support to ensure that 100% of our students graduate in 4 years meeting all UC/CSU a-g requirements. Four year cohort graduation rates in recent years have not met this goal, so additional academic advising and support measures will be necessary to ensure the timely success of all of our students (with particular attention to traditionally underrepresented subgroups, and students with disabilities). A review of PCS data noted disparities between the CAASPP Math and AP performance of our First to College and Latinx students, so closing opportunity and achievement gaps will be a particular focus in the 2024-2025 LCAP to provide enhanced supports for these students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Graduates Meeting UC/CSU a-g requirements	100% (2023)			100%	
1.2	% of Graduates Accepted to College/University	100% (2023)			100%	
1.3	% of 11th Grade Students Meeting or Exceeding Standards on ELA CAASPP	99% (2023)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	% of 11th Grade Students Meeting or Exceeding Standards on Math CAASPP	89% all students; 66% White students; 67% Latinx/Hispanic students; 66% Economically Disadvantaged students and 67% non-Economically Disadvantaged stduents. (2023)			100% all students; 80% White students; 80% Latinx/Hispanic students; 80% Economically Disadvantaged students and 80% non-Economically Disadvantaged stduents.	
1.5	% of students participating in AP Courses	100% (2023)			100%	
1.6	# of students with a Personalized Learning Plan (PLP)	0%			100%	
1.7	% Cohort Graduation Rate	94.6% (2023)			100%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Enhanced Academic Supports/Tutoring	Personnel costs for after school tutoring support during extended learning hours (2 hours per day/5 days per week).	$9,633.00	Yes
1.2	First to College Support	Costs of Academic Advisors to meet with all FTC students at least twice during the school year, and at least 2 family meetings/information sessions with College Counselor.	$7,611.00	Yes
1.3	Test Preparation Courses	Costs of teacher time and materials for free test preparation program offered to all students.	$10,500.00	Yes
1.4	Formative Assessment Tools	Costs of IXL and other online programs to help assess to appropriately place students, track academic progress, and determine intervention needs, as well as 3 days of teacher release time to develop curriculum maps and common skill assessments/benchmarks.	$59,308.00	Yes
1.5	Personal Learning Plan Development	Costs of collaboration time for teachers to develop a process for Personal Learning Plans and digital portfolios for all students.	$8,891.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A review of data from the 2021 California Healthy Kids Survey (CHKS), as well as student survey data and focus groups, indicated the need to invest additional time and resources toward efforts to building a more positive, inclusive, and supportive school climate at PCS. Students expressed a desire to increase their sense of belonging in the school community, as well as the need for explicit anti-racist learning opportunities and clarified processes for reporting complaints and concerns. Finally, students indicated a strong desire for enhanced leadership development opportunities for more student voice at PCS. 2023 CHKS survey data indicated improvements in school connectedness (to 81%), but maintaining and improving outcomes in alignment with this metric remains an important goal for PCS.

In addition, this goal will be supported by actions in developing leadership development training for students, to improve belonging/connection and engage youth in the cultivation of a caring and supportive school community. Through these actions, PCS seeks to improve both CHKS and locally developed survey results focused on student sense of connectedness (from 81% CHKS and 83% local survey).

Similarly, PCS seeks to engage students in the development of Personal Learning Plans to increase a sense of ownership and academic motivation. This action is designed to support an improvement, reflected in increased to 2023 CHKS student data in this area (7th grade reported 74% academic engagement, 9th grade reported 52% academic engagment, and 11th grade reported 69% academic engagement). By involving students in their own personalized learning plan, PCS seeks to improve academic engagements and ownership of learning by all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% students reporting moderate or high degree	Grade 11: 81% (2023)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of school connectedness (CA Healthy Kids Survey)					
2.2	% students reporting a moderate or strong sense of belonging/connection, caring/supportive school community, and understandig/trust in support and complaint systems (locally devloped student experience survey).	83% (2023)			100%	
2.3	% students participating in leadership development goals/activities.	0% (2023)			50%	
2.4	% students with a Personal Learning Plan (PLP).	0% (2023)			100%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Enhance Multi-Tiered Systems of Support	Costs for Student Support Team to meet weekly to plan interventions for students who need extra help, as well as provide progress monitoring for students with IEPs or Section 504 Plans.	$28,308.00	Yes
2.2	School Counselor	Costs of School Counselor to help keep students on track and recommend interventions and supplemental supports as needed.	$83,215.00	Yes
2.3	Support Social-Emotional Development and Wellbeing	Costs for School Counselor to support mental health, and work with Student Support Team (2 hours/month) to recommend supplemental counseling and a schoolwide social-emotional learning program.	$7,863.00	Yes
2.4	Expand Opportunities for Student Leadership and Voice	Costs to add a Leadership Academy twice per year for 30 students each time. Participating students will represent all subgroups, First to College students, low income students, and student with disabilities.	$14,853.00	No
2.5	Professional Development for Teachers: Mental Health/SEL	Costs to provide 2 days of professional development for all teachers in Social-Emotional Learning and additional training for a cohort of teachers to focus on SEL and collaborate throughout the year (6-8 teachers for 4 days). This will benefit students representing all subgroups, including traditionally underrepresented groups, First to College students, low-income students, and students with disabilities.	$53,040.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development: Diversity Equity, and Inclusion	Costs to provide training for a cohort of teachers to focus on DEI and collaboration time throughout the year (6-8 teachers for 4 days total). This will benefit students representing all subgroups, including traditionally underrepresented groups, First to College students, low income students, and students with disabilities.	$17,455.00	No
2.7	Professional Development: Integrated ELD	Costs to provide training for a cohort of teachers to focus on Integrated ELD and collaboration time throughout the year (6-8 teachers for 4 days total). This will benefit English Learners and students representing all subgroups, including traditionally underrepresented groups, First to College students, low-income students, and students with disabilities.	$17,455.00	No
2.8	Professional Development: UDL	Costs to provide training for a cohort of teachers to focus on UDL and collaboration time throughout the year (6-8 teachers for 4 days total).	$17,475.00	No
2.9	504 Plan Coordinator	Costs for 0.4 FTE Teacher on Special Assignment (TOSA) to coordinate and monitor progress on student Section 504 Plans.	$37,141.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family and Community Engagement	Broad Goal

State Priorities addressed by this goal.
Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
PCS is a vibrant and active school community. As the diversity of our students and families increases, PCS strives to create opportunities to build a strong sense of belonging and community, and to provide opportunities for all PCS families to meaningfully engage in the life of our school. Our 2021-2026 Strategic Plan forefronts efforts to enhance our school climate and cluture, and our engagement with families/caregivers to become more inclusive and welcoming. In particular, PCS aims to remove barriers to school involvement, and to engage traditionally underrepresented families within our school and local community as a key component of our outreach efforts. In surveys and focus groups, parents and caregivers indicated three areas of continued focus for PCS: (1) improved communication accessible to all families, (2) enhanced opportunities for and supports for parent/caregiver education and engagement, (3) the need for authentic community outreach and partnership in support of our vision, mission, and values.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% parents/caregivers reporting a sense of belonging and opportuntities for meaningful engagement in the school community (locally developed parent/caregiver experience survey).	79% report a strong sense of belonging and 58% report participation in the Parent Volunteer Association and/or a committee, organization, or event at PCS. (2023)			100% report a strong sense of belonging and 75% report participation in the Parent Volunteer Association and/or a committee, organization, or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					event at PCS. (2023)	
3.2	% of parents/caregivers participating in school events and/or volunteering in support of school events. Beginning in 2024-2025, collect data that can be disaggregated to determine participation by families whose home language is other than English.	58% caregiver participation (2024)			100%	
3.3	% PCS admissions lottery applications submitted for FTC and/or FRPM eligible students. Improving this metric will demonstrate effective outreach to a wider, more diverse community.	11% (2023)			30%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expand Opportunities for Parent/Caregiver Engagement	Costs to extend childcare and differ to parents to make it possible for them to attend meetings, parent education nights, and additional events.	$1,500.00	
3.2	Build Authentic Community Partnerships	Costs of time for the Diversity Director and Bilingual Liaison to build partnerships.	$43,664.00	
3.3	Recruit and Support Diverse Students and Families	Costs of time for both the Director of Diversity, Equity and Inclusion and the Bilingual Liaison to perform outreach.	$115,160.00	
3.4	Enhance Inclusive and Accessible Communications	Costs for Bilingual Liaison, translation/interpretation services, and tools and subscriptions that support multilingual communications.	$21,983.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improved Data Systems	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As PCS seeks to use data more robustly and frequently to drive decision-making at all levels of our school organization, making student and school data more accessible has become a priority that will support each of the other areas of school improvement. To facilitate this, PCS has designated a portion of a position Teacher on Special Assignment (0.2 FTE) toward creating effective data systems and training staff to use data more effectively to support and adjust instructional methods and school resource allocations.

Another action PCS will take to support effective collection and use of data is implementing the Beyond SST system to track SST and 504 meetings and plans. Tracking student performance and effectiveness of interventions in this way should result in maintenence of high ELA and Math performance on CAASPP by all students and subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% faculty and staff reporting frequently using a variety of data sources to inform curriculum, intervention, planning, and schoolwide program decisions.	0% (question regarding data use to be added to annual staff experience survey 2023)			75%	
4.2	% of students meeting or exceeding standards on	ELA: 89% (91% White students; 75%			ELA: 90% (95% White students;	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	11th grade CAASPP ELA and Math assessments.	Latinx/Hispanic students; 76% Economically Disadvantaged students and 90% non-Economically Disadvantaged students); Math: 68% (74% White students; 46% Latinx/Hispanic students; 50% Economically Disadvantaged students and 70% non-Economically Disadvantaged students).			85% Latinx/Hispanic students; 85% Economically Disadvantaged students and 95% non-Economically Disadvantaged students); Math: 80% (80% White students; 60% Latinx/Hispanic students; 60% Economically Disadvantaged students and 85% non-Economically Disadvantaged students).	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Data TOSA	Costs of .2 FTE Teacher on Special Assignment focused on improving data systems and accessibility to school data to facilitate improved use of data to inform decisions and monitor pupil outcomes and school program effectivenesss.	$28,568.00	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$117,536	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.960%	0.000%	$0.00	1.960%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Enhanced Academic Supports/Tutoring **Need:** Support student success and improved outcomes in all academic areas, especially mathematics performance by subgroups (Latinx and Special Education). **Scope:**	Providing free tutoring available to all students after school will remove economic barriers to additional academic support, allowing all PCS students the opportunity to access what they most need to be successful. EL Coordinator and Special Educators will especially encourage students in subroups to take advantage of tutoring supports available to them.	2 tutors hired; log of students accessing academic support services.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	**Action:** First to College Support **Need:** Ongoing support for students who will be first generation college students. **Scope:** LEA-wide	providing targeted programming and college counselling support for all students who will first generation college students will remove access barriers and increase acceptance rates for those students.	100% of first-to-college students will be accepted into 4 year university or college programs.
1.3	**Action:** Test Preparation Courses **Need:** Preparation to remove barriers to college applications for all students, including those who will be first generation college students. **Scope:** LEA-wide	Providing free SAT/ACT preparation courses and practice tests for all students will include those for whom private test preparation services would be financially out of reach. This removes a significant college/university access issue for those students, and provides all PCS students the opportunity to improve high-stakes test scores.	10% increase in the number of students participating in SAT/ACT test prep, as evidenced by enrollment in the free course.
1.4	**Action:** Formative Assessment Tools **Need:** Ongoing work to create and implement formative assessment tools (particularly in mathematics) in order to identify areas for intervention and provide additional supports as needed. **Scope:**	By creating and using formative assessment tools, teachers will be better able to identify gaps in student learning and address them. This includes the use of IXL mathematics program to provide targeted, responsive intervention and support.	100% of mathematics students (Middle School Math A to Geometry courses) will use IXL program as a formative assessment tool. Teachers in all academic areas will have at least one local common assessment created by June 2024

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** Personal Learning Plan Development **Need:** Initial development and implementation of activities to promote student ownership of learning through the use of personal learning plans for all students. **Scope:** LEA-wide	Engaging students in annual reflection on their own learning through a Personal Learning Plan will provide them with a sense of ownership over their academic goals and outcomes.	PLP will be developed and piloted in 2024-2025 for implementation in 2025-2026.
2.1	**Action:** Enhance Multi-Tiered Systems of Support **Need:** Expand and enhance academic and social-emotional support structures to promote well-being and academic success for all students. **Scope:** LEA-wide	The Student Support and Advocacy Team (SSAT) will support students referred by classroom teachers for additional support through the Beyond SST software system. The team will continue to enhance support systems and structures to efficiently respond to students' needs by holding SST meetings, referring for 504 and IEP testing, and putting other intervention plans in place as appropriate.	75% of referrals to SSAT will come through Beyond SST system. 75% of all families served will report satisfaction with support services provided.
2.2	**Action:** School Counselor **Need:** Provide social-emotional support for all students and academic advising for students in grades 7-8. **Scope:**	A full-time School Counselor will provide academic advising for middle school students and oversee a schoolwide program to address the needs of each student as a whole child. This position will reduce risk of harm at PCS and promote well-being and sense of belonging, as well as academic success.	70% of students will report connection to school; crisis referrals will decrease by 10%; a conflict resolution, and suicide/self-harm reduction program will be developed and introduced to students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Support Social-Emotional Development and Wellbeing **Need:** Continue to enhance school SEL programs, including professional learning for teachers and staff, and SEL development for students through expanded programming. **Scope:** LEA-wide	Expanded and enhanced academic and social emotional support structures, such as a School Counselor and Academic Advisor, Mental Health counselling services, and schoolwide SEL program will address the needs of each student as a whole child. This will promote well-being and sense of belonging, as well as academic success.	70% of students will report a sense of belonging and emotional well-being at PCS.
3.4	**Action:** Enhance Inclusive and Accessible Communications **Need:** Continue to provide bilingual (English/Spanish) communications in writing, website, and via work of a Bilingual Community Liaison to support parent/caregiver engagement by families whose home language is Spanish (or another language). **Scope:** LEA-wide	Multi-lingual communication is vital to engaging parents/caregivers/families whose home language is Spanish (or another language). This removes barriers to family engagement and increases feelings of belonging in the school community.	80% of all communication will be bilingual (English/Spanish) or in a translatable medium (e.g. Parent Square, Beehively website).

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,996,723	$117,536	1.960%	0.000%	1.960%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$573,990.00	$0.00	$9,633.00	$0.00	$583,623.00	$552,643.00	$30,980.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Enhanced Academic Supports/Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$9,633.00	$0.00			$9,633.00		$9,633.00	
1	1.2	First to College Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$7,611.00	$0.00	$7,611.00				$7,611.00	
1	1.3	Test Preparation Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$10,000.00	$500.00	$10,500.00				$10,500.00	
1	1.4	Formative Assessment Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$53,347.00	$5,961.00	$59,308.00				$59,308.00	
1	1.5	Personal Learning Plan Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$8,891.00	$8,891.00				$8,891.00	
2	2.1	Enhance Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$28,308.00	$0.00	$28,308.00				$28,308.00	
2	2.2	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$83,215.00	$0.00	$83,215.00				$83,215.00	
2	2.3	Support Social-Emotional Development and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$7,863.00	$0.00	$7,863.00				$7,863.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Expand Opportunities for Student Leadership and Voice	All	No					$13,503.00	$1,350.00	$14,853.00				$14,853.00	
2	2.5	Professional Development for Teachers: Mental Health/SEL	All	No					$53,040.00	$0.00	$53,040.00				$53,040.00	
2	2.6	Professional Development: Diversity Equity, and Inclusion	All	No					$17,455.00	$0.00	$17,455.00				$17,455.00	
2	2.7	Professional Development: Integrated ELD	All	No					$17,455.00	$0.00	$17,455.00				$17,455.00	
2	2.8	Professional Development: UDL	All	No					$17,475.00	$0.00	$17,475.00				$17,475.00	
2	2.9	504 Plan Coordinator	Students with Disabilities	No					$37,141.00	$0.00	$37,141.00				$37,141.00	
3	3.1	Expand Opportunities for Parent/Caregiver Engagement							$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.2	Build Authentic Community Partnerships							$42,864.00	$800.00	$43,664.00				$43,664.00	
3	3.3	Recruit and Support Diverse Students and Families							$115,160.00	$0.00	$115,160.00				$115,160.00	
3	3.4	Enhance Inclusive and Accessible Communications	English Learners	Yes	LEA-wide	English Learners			$13,433.00	$8,550.00	$21,983.00				$21,983.00	
4	4.1	Data TOSA							$25,140.00	$3,428.00	$28,568.00				$28,568.00	

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2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,996,723	$117,536	1.960%	0.000%	1.960%	$227,679.00	0.000%	3.797 %	**Total:**	$227,679.00
								LEA-wide Total:	$227,679.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Enhanced Academic Supports/Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.2	First to College Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,611.00	
1	1.3	Test Preparation Courses	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,500.00	
1	1.4	Formative Assessment Tools	Yes	LEA-wide	English Learners Foster Youth Low Income		$59,308.00	
1	1.5	Personal Learning Plan Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,891.00	
2	2.1	Enhance Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$28,308.00	
2	2.2	School Counselor	Yes	LEA-wide	English Learners Foster Youth		$83,215.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.3	Support Social-Emotional Development and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,863.00	
3	3.4	Enhance Inclusive and Accessible Communications	Yes	LEA-wide	English Learners		$21,983.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$723,287.00	$444,453.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Enhanced Academic Supports/Tutoring	Yes	$38,701.00	$24,167
1	1.2	First to College/AVID Program	Yes	$16,984.00	$8,297
1	1.3	Test Preparation Courses	Yes	$7,081.00	$7,000
1	1.4	Formative Assessment and RtI Tools	Yes	$11,000.00	$12,516
1	1.5	Personal Learning Plan Development	Yes	$23,975.00	$0
1	1.6	School Counselor	Yes	$81,763.00	$59,543
1	1.7	Math Intervention & Support TOSA	Yes	$17,667.00	$17,119
1	1.8	CAASPP Participation & Incentives for SWD			$0
2	2.1	Enhance Multi-Tiered Systems of Support	Yes	$24,298.00	$22,237
2	2.2	Support Social-Emotional Development and Wellbeing	Yes	$32,000.00	$70,000
2	2.3	Expand Opportunities for Student Leadership and Voice	No	$9,317.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Professional Development for Teachers: Social-Emotional Learning	No	$30,249.00	$24,807
2	2.5	Professional Learning for Teachers: Diversity, Equity, and Inclusion	No	$163,836.00	$17,616
2	2.6	504 Plan Coordinator	No	$36,186.00	$36,217
3	3.1	Expand Opportunities for Parent/Caregiver Engagement	No	$1,750.00	$0
3	3.2	Build Authentic Community Partnerships	No	$56,801.00	$34,415
3	3.3	Recruit and Support Diverse Students and Families	No	$140,106.00	$91,700
3	3.4	Enhance Inclusive Communications	Yes	$31,573.00	$18,819

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$123,738	$226,869.00	$147,743.00	$79,126.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Enhanced Academic Supports/Tutoring	Yes	$38,701.00	$9,212.00		
1	1.2	First to College/AVID Program	Yes	$16,984.00	$8,297.00		
1	1.3	Test Preparation Courses	Yes	$7,081.00			
1	1.4	Formative Assessment and RtI Tools	Yes	$11,000.00	$12,516.00		
1	1.5	Personal Learning Plan Development	Yes	$23,975.00	0		
1	1.6	School Counselor	Yes	$81,763.00	$59,543.00		
1	1.7	Math Intervention & Support TOSA	Yes	$17,667.00	$17,119.00		
2	2.1	Enhance Multi-Tiered Systems of Support	Yes	$24,298.00	$22,237.00		
2	2.2	Support Social-Emotional Development and Wellbeing	Yes				
3	3.4	Enhance Inclusive Communications	Yes	$5,400.00	$18,819.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,926,168	$123,738		2.088%	$147,743.00	0.000%	2.493%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 *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.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

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

- Describe how the LEA has or will support 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
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);
  - Note: Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    o Indicate the school year to which the baseline data applies.

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

   o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

   o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

   o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

   o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

   o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o   Include a discussion of relevant challenges and successes experienced with the implementation process.

    o   This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #:** Enter the LCAP Goal number for the action.

- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is 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 transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note**: For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note**: Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

ɔ This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    ɔ This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    ɔ This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    ɔ This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    ɔ This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

    ɔ This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    ɔ This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    ɔ This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- ○ This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - ○ This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - ○ If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - ○ This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Appendix D 2024 Annual Plan for Special Needs, Section 504, and EL Students

October 30, 2024

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

I. Students With Special Needs

A. Program Description

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

As students progress through the referral to assessment processes, outlined within the PCS charter document, and are determined to meet Special Education eligibility criteria due to identified unique needs, measurable goals are developed through the Individual Education Plan (IEP) process. These goals are designed specifically to address the unique learning needs of the student as expressed through the assessment results and are paired with the appropriate supportive services. Services are then planned to support progress in all identified areas of need and in the general curriculum. In addition, such services are designed so that students are able to participate in extracurricular/non-academic activities and be educated with peers both with and without disabilities. With each review period (i.e., grading periods, Annual and Triennial IEP reviews), the progress of each student is assessed relative to overall academic progress, needed accommodations, and program adjustments are made accordingly.

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

In reasonably calculating educational benefit, the primary measure of assessing success is based on student progress on goals, as well as their placement in the least restrictive environment (LRE) to the greatest extent possible. Other factors include but are not limited to other sources of data/evidence which illustrate student achievement or growth and progress such as the following:

- Achieving passing grades (C- or above),

- Advancing from grade to grade,

- Improving scores on district and state assessments,

- Graduating with a diploma,

- Meeting transition goals to support college and career readiness.

Confounding factors are also taken into consideration including the student's individual needs, ability level, and strengths. The IEP Team considers educational benefits for each student on a case-by-case basis. Adjustments are made to the IEP as needed to support the needs of each student. In various instances, alternative steps taken by the IEP Team in assisting the student to achieve educational benefit have included:

- Re-addressing student goals,

- Providing teachers with updated Student Profile Sheets, which define the student's case manager, Sp. Ed. Provider(s), service(s), disability, manifestation of the disability, recommended accommodations, district/state testing accommodations, and projected IEP meeting date,

- Providing on-going collaboration between the special educator and general educator in monitoring student progress and implementing defined accommodations,

- Having student attend subject level support and/or intervention sessions after school,

- Having student meet with the core teacher(s) during Tutorial Periods and office hours for individual support and tutoring,

- Implementing various accommodations within the general education class environment, such as, but not limited to, preferential setting; using computerized technology and supplemental materials; using audiobooks, videos as well as CDs and DVDs to supplement core text(s); extended time on tests and projects; test retakes; oral testing flexible testing environments, etc.,

- Having student complete study packets for core subjects,

- Having student use differentiated learning texts, workbooks, and tests,

- Having student retake a failed class,

- Allowing the opportunity for student to retake a failed class offered at another institution or on-line program, per parent choice,

- Giving students the option of taking American Sign Language in meeting the 3-year World Language graduation requirement,

- Providing instruction in and allowing student to utilize computer technology and software programs,

- Placing the student on an academic contract to extend learning through summer months,

- Considering a non-AP course designation for the student but continuing the exposure to the same course content with an modified grading criteria,

- Counseling with students and parents in reviewing the course of study and following transition practices, if such direction is taken,

- Increasing Special Education service time for the student,

- Reassessing needs of the student, and if qualifying, considering additional Special Education services.

B. Current Status

As is somewhat common at the beginning of a new school year, there was some movement of students, who were deemed eligible for services through various Special Education Programs: Resource Specialist, Workability (Secondary Transition), Speech and Language, and Deaf/Hard of Hearing. Five (5) students with IEPs graduated from PCS in 2024. Two (2) of those students matriculated to a four year university and three (3) are currently attending community college with plans to transfer to a four year university. We welcomed five (6) new students with IEPs this year, all in the 7th grade.

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PCS currently has 27 students with IEPs for the 2024-25 school year. Additionally, we have seven (7) initial evaluations in progress.

- As a means of protecting student privacy, since the total special education student population is small, data is shared with the IEP team for each individual student, not by group data calculated by grade or age.

- As a means of protecting student privacy, since the total special education student population is small, PCS does not receive mean scale scores nor the percentage scoring 'Standard Met' and above on CAASPP Test results from CDE. However, through the IEP process, such student data is monitored and reported in the student's Annual and Triennial IEPs with the student's individual needs, ability level, and overall potential taken into consideration.

- Currently, all students with an IEP are on track to earn a diploma.

- To date, all but one student who have received Special Education services through PCS have graduated with a diploma. All students, however, have entered a post-secondary institution of learning. Through Workability Services, PCS tracks such data for all graduates for the first year after graduation from high school.

C. Program Evaluation

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

II. Section 504 Students

A. Program Description

When a student demonstrates an objectively identified physical or mental impairment, which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment, PCS adheres to the provisions within Section 504 of the Rehabilitation Act of 1973 in addressing learning needs. The Section 504 Team assesses the educational impact and actions needed such that the student has meaningful access to learning within the general curriculum. This multi-disciplinary committee, each of whom is knowledgeable about the student and has an understanding of the evaluation data and placement options, meets and creates an accommodation plan for each student with a qualifying disability under Section 504. Typical education accommodations are addressed with responsibilities outlined for the student, parent and educational staff, alike. All Section 504 Team participants and current-year teachers receive a copy of the student's Section 504 Plan.

As with other special needs populations, reasonable calculation of the educational benefit is determined/ reviewed annually once accommodations have been implemented, and there is an assurance of the delivery of a Free Appropriate Public Education (FAPE). Measures applied in assessing educational benefit for the student include:

- Achieved passing grades (C- or above),
- Advanced from grade to grade,
- Benefitted from accommodations defined within the 504 Plan,

- Improved scores on district and statewide assessments,
- Graduating with a diploma.

The individualized Section 504 Plan is reviewed annually by the 504 Team and is continued until it is determined that the student can progress without the needed accommodations or the student transfers to another institution or graduates.

B. Current Status

PCS is currently serving a total of 50 students with Section 504 Plans. Additionally, three (3) students are currently being evaluated for Section 504 Plan eligibility.

Of the 50 students with Section 504 Plans in 2024-2025, 38 are returning students, 12 entered PCS with active Section 504 Plans. In making reasonable calculations toward educational benefit for the identified students, collective statements can be made relative to the group of 50 PCS students with 504 Plans:

- As a means of protecting student privacy, and since the total student population with Section 504 plans is small, data is shared with the 504 Team for each individual student, not by group data calculated for grade or age.

- As a means of protecting student privacy, since the total Section 504 student population is relatively small, PCS does not receive mean scale scores nor the percentage scoring 'Standard Met' and above on CAASPP Test results from CDE. However, through the 504 Team process, individual student data is monitored regularly and reviewed annually, taking into consideration the student's individual needs, ability level, and overall potential.

- Currently, all students with a Section 504 Plan are on track to earn a PCS diploma.

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

C. Program Evaluation

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

III. English Learners

A. Program Description

In accordance with Title VI of the Civil Rights Act of 1964, students who are English Learners are given appropriate support, effective resources, and academic-based evaluation to ensure success. Potential English Learners are administered the English Language Proficiency Assessments for California (ELPAC) Initial Assessment within 30 days of initial enrollment. Students who have been previously identified as English Language Learners are administered the ELPAC Summative Assessment annually in the spring until they are reclassified as fluent English proficient (RFEP). RFEP students are monitored at every six-week grading period for four years following their reclassification date and given academic support on an as-needed basis. EL students

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

The PCS Reclassification Policy aligns with the California Department of Education's Reclassification Guidance for 2019-20; it includes one state criterion (an Overall Score of 4 on the ELPAC), and three local criteria. The local criteria are: (1) English/Language Arts Proficiency comparable to that of their English-speaking peers, as demonstrated by the California Assessment of Student Performance and Progress (CAASPP) *or* a score of at least 3 on an English or History Advanced Placement Exam *or* demonstrate proficiency on a calibrated grade-level writing sample (History Dept. DBQ; English Dept. Writing Assessment); (2) Teacher Evaluation, including, but not limited to a semester grade of a C or better in English, History, and Science; (3) Parent Opinion and Consultation. Only students who meet all four criteria are reclassified.

A student who qualifies for EL services is provided direct and integrated instruction/support by (an) English-language authorized staff member(s) within the general education environment and in designated settings. For all English Learners, the Designated ELD instruction provided is to students in a small class, aligned with the California English Language Development Standards, and guided by formal and informal assessment findings. Content-area teachers use integrated ELD strategies to help ELs access course content. When appropriate to support the work of Emerging English Learners, students are provided with texts and materials in their primary language.

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

Instructional focus for ELs in Designated ELD is aligned with and based on English Language Development Standards: Interacting in Meaningful Ways, How English Works, and Using Foundational Literary Skills. As EL students move through the ELD Level Proficiency Continuum (Emerging, Expanding, Bridging), supports are adjusted accordingly.

The Integrated ELD program focuses on strategies from Constructing Meaning curriculum. During the 2023-2024 school year, the ELD Teacher organized and mentored 10-12 teachers in Math, English, Science, Art and History who participated in a year-long program of learning and supported implementation of Constructing Meaning strategies. Department Chairs in Science and History also engaged in professional learning and support focused on vertically aligning integrated ELD strategies. The previous year's initial professional development engaged at least 7 PCS faculty in professional learning about integrated language support during the 2022-2023 school year. These teachers and faculty leaders this year will provide peer mentorship and expanded learning opportunities during the 2024-2025 school year, for this current professional cohort.

Students who qualify for Special Education, and who are also designated as EL, receive specialized academic instruction through the Special Education Department while participating in general education curriculum courses for core academic studies, in the general education environment and in designated settings. These dual-identified students have linguistic goals defined within their IEPs, in addition to the goals that address other identified special needs.

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B. Current Status

For the 2024-2025 school year, PCS has no (0) English Learners and twelve (12) Reclassified English Fluent Proficient (RFEP) students who are still within the four-year monitoring window.

Regarding RFEP students: five (5) are in 7th grade, two (2) are in 8th, one (1) is in 9th, two (2) are in 10th, one (1) in 11th. and one (1) in 12th grade. EL students receive standards-based Designated ELD instruction (as described above) for 265 minutes a week. They also receive at least 45 minutes of academic tutoring and homework help per week. Additional English Language Arts (ELA) and Math intervention programs, academic tutoring, and after-school homework support are available to English Learners or RFEP students who demonstrate a need in any core subject area.

C. Program Evaluation

As previously described, PCS monitors the progress of our English Learners using multiple performance outcomes: ELPAC growth, CAASPP and/or IXL, and growth on local assessments.These measures are also used for program evaluation. PCS surveys all students and parents semi-annually, collecting feedback related to individual courses, specific academic programs, and overall student experience. Survey data is considered along with student performance outcomes and individual interviews with students and parents to evaluate our program and identify areas for improvement. PCS prioritizes open communication with families, fostering strong partnerships with parents and staff to deliver comprehensive support for the student.

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

PCS staff associated with the compilation of data and writing of this document:
- *Maria Reitano, Head of School*
- *Jessica Alvarez, Director of Special Education*
- *Greg Walker, Section 504 Coordinator*
- *Lauren Friend, Faculty Dean*
- *Ina Avdaha, Bilingual Community Liaison and EL Coordinator*

Appendix E 2024 WASC Action Plan for Pacific Collegiate School

WASC Priority Area	Strategic Plan Priority Area	LCAP Goal(s)	Action(s)	Individuals/Groups Responsible
1 - Explore options to enhance school facilities in the future	Priority 2: School Climate & Culture, Goal 4	*	A. Gather community input to develop a prioritized list of facilities needs B. Explore costs associated with meeting facilities needs C. Investigate feasibility of capital campaign to fund enhanced facilities	Facilities , Development, and Finance Committees; Director of Finance & Operations; Board of Directors; Head of School
2 - Evaluate options for increasing technology access	Priority 1: Excellence for All, Goal 2	*	A. Audit current technology to determine needs (including difference between current number of devices and 1:1 system) B. Create a Technology Plan that outlines needs and articulates regular schedule for investing in instructional technology C. Work with Director of Finance, Board Treasurer, and Finance Committee to allocate resources for technology upgrades and additional devices	Head of School, IT Specialist, Director of Finance & Operations; Finance Committee; Board of Directors
3 - Ensure long-term Financial Sustainability	Priority 5: Financial Sustainability, Goal 1 and Goal 2	*	A. Establish an endowment with Pacific Collegiate Foundation and pursue additional funding sources to supplement revenues B. Explore a capital campaign for potential facilities expansion (see WASC Priority Area 1/Strategic Plan Priority Area 2 above) C. Establish differentiated fundraising strategies and cases of support for the donor community, including corporate sponsorship, leadership donors, alumni and foundations D. Review and codify budget management practices that anticipate changes in revenue at the local, state, and national levels E. Explore and execute on opportunities for additional revenues F. Document and maintain a list of levers to decrease expenses if needed	Head of School, Director of Finance & Operations; Development Director, Finance and Development Committees; Board of Directors

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4 - Expand MTSS and refine school practices and procedures to foster a positive and inclusive school culture	Priority 1: Excellence for All, Goal 2 and Goal 3 Priority 2: School Climate & Culture, Goal 1, Goal 2, and Goal 3	Goal 1 - Engage All Students in Exemplary College Preparatory Education Goal 2 - Build Positive, Inclusive, and Supportive School Culture	A. Weekly SSAT meetings, monthly grade-level team meetings to identify students who may benefit from additional support B. Faculty & Staff training on social-emotional learning and mental health support C. Faculty & Staff training on Diversity, Equity, Inclusion and Integrated ELD strategies to support culturally responsive teaching D. Full implementation of Beyond SST to identify and track implementation of interventions E. Administration will use ongoing feedback from teachers, students, and caregivers to refine student behavioral expectations and supports, and will consistently communicate about student discipline with educational partners. F. PBIS training and release time for faculty, staff, student teams G. Student leadership training, including in peer mediation and positive school culture building H. Training for Administrators, Counselors, and cohort of faculty/staff on Restorative Practices I. Teachers will establish and communicate consistent academic and behavioral expectations, and align classroom procedures to equitably support those expectations. J. Administration, teachers, and students will collaboratively explore potential uses of Homeroom to more effectively improve school climate.	Head of School, Vice Principal, Faculty Dean, DEI Director, Director of Special Education, Counselors, and other staff, student, community participants
5 - Develop and enhance data systems to ensure equitable access and learning outcomes for all students, and to identify appropriate interventions as needed	Priority 1: Excellence for All, Goal 2 and Goal 3	Goal 1 - Engage All Students in Exemplary College Preparatory Education Goal 2 - Build Positive, Inclusive, and Supportive School Culture	A. Engage faculty and staff in creating prioritized list of data needs B. Teacher working in TOSA position, Faculty Dean, and DEI director work with other staff to create data access and processing systems C. Provide training and support to faculty and staff on existing school data systems (e.g., Beyond SST, IC, SEIS, Canvas, etc.) D. Develop and provide training on how to access and use new data systems to support data-informed decisions regarding student learning needs, curriculum and assessment, and resource allocation.	Head of School, Faculty Dean, Data TOSA, DEI Director, Vice Principal, Director of Special Education, Instructional Leadership Team

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| | | | E. Student outcome metrics will be used to determine professional development needs and assess the effectiveness and impact of teachers' professional learning.
F. Student outcome metrics will be used to identify learning gaps, set schoolwide, department, and individual staff goals, and to evaluate the effectiveness of actions taken to eliminate any identified learning gaps. | |

* *Actions aligned to priorities beyond those outlined in the 2024-2025 LCAP.*

Priorities

- **Priority 1:** Determine PCS facility priorities informed by needs and available funding, and pursue securing additional site, if feasible.

- **Priority 2:** Evaluate current technology use and guidelines to explore options for increasing technology access and supporting students to develop effective technology skills.

- **Priority 3:** Develop long-term financial management tools including a detailed, sustainable financial plan and formalized accounting procedures codified in board-approved policies as part of a PCS Accounting Handbook.

- **Priority 4:** Continue to enhance school culture in a variety of ways, including by developing and assessing the effectiveness of our Multi-Tiered Student Support System by further incorporating evidence-based practices into our work, more effectively utilizing data to determine student support needs and evaluate the success of interventions, and developing systems to more effectively communicate and collaborate on appropriate responses to student learning needs. Continue to enhance and promote a positive school climate and provide culturally relevant instruction and Homeroom topics and activities aligned to the school vision, mission, and values.

- **Priority 5:** Develop and enhance data systems focused on student outcome metrics to more effectively identify and provide appropriate intervention for students who may need additional support or challenge. Ensure staff can easily use new systems to disaggregate student outcome data by sub-group in order to ensure that we are providing an excellent college preparatory curriculum for all students, regardless of identity.

Implementation & Accountability

PCS will create a schedule of meetings, professional development, and workgroup time to engage the faculty, staff, students, families, and community as needed to support progress on the goals articulated in this action plan. As these priorities are aligned to the school

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Strategic Plan and annual LCAP plan, metrics for success in each area are already articulated in those plans for each priority area.

In addition, the annual LCAP Action Plan and the PCS Strategic Plan provide a timeline for progress on each goal and opportunities to share progress on performance indicators mid-year and upon approval of each annual LCAP. Members of the PCS Administrative Team will provide regular updates about school-wide goals to the Board of Directors, the school community, and to our charter authorizers at the Santa Cruz County Board of Education.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: **January 16, 2025**   ☒ **Action**   ☐ **Information**

TO: Santa Cruz County Board of Education

FROM: Liann Reyes, Deputy Superintendent, Business Services

SUBJECT: Resolution #25-01 regarding Short-Term Cash Loans to Santa Cruz County School Districts

BACKGROUND:
Under Education Codes 42621 and 42622, County Offices of Education have the authority, with governing board approval, to make short-term cash loans to school districts that may not meet their cash-flow needs. The Board will be asked to approve a resolution to allow the Santa Cruz COE to provide short-term loans to Santa Cruz County school districts experiencing cash-flow emergencies.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:
Approve Resolution #25-01.

FISCAL IMPLICATIONS:
This Resolution, pursuant to Education Code (E.C.) 42621 and E.C. 42622, is to allow the Superintendent to loan from the Santa Cruz County School Service Fund to the various individual school districts in Santa Cruz County experiencing a cash-flow emergency. The amount to be allowed for loaning is capped at $5,000,000 on a first-come first-served basis. If there is a critical need to increase this cap, the

Superintendent will bring to the board a request for an increase in the cap. Any use of this authorization is to provide a temporary "bridge loan" during fiscal year 2024-25 that addresses a school district's realized/projected cash shortfall that would otherwise cause a district to not meet an immediate financial obligation and that would negatively impact payroll processing for district employees.

Any school district requesting and approved for a SCCOE bridge loan will be obligated to repay the SCCOE fully and with a pro-rated daily interest rate equivalent to the rate that would be otherwise accrued by funds held in the Santa Cruz County Treasury. Re-payment of cash by the borrowing district will be made from a regularly scheduled apportionment from the State of California during fiscal years 2024-25 or 2025-26.

Over the last ten years, this option has only been accessed once in Santa Cruz County.

RESOLUTION #25-01

Regarding Temporary Short-Term Cash Loans to Santa Cruz County School Districts

WHEREAS, Education Code (EC) 42621 and 42622 states "the county superintendent of schools of each county with the approval of the County Board of Education, may make temporary transfers to any school district which does not have sufficient money to its credit to meet current operating expenses from the county school service fund, in such amounts and at such times as he deems necessary. Such transfers shall not exceed 85 percent of the amount of money accruing to the school district at the time of transfer. The amounts so transferred shall be repaid to the county school service fund from any funds subsequently received by the school district"; and

WHEREAS, Repayment of any temporary "bridge loan" authorized by this Resolution may be required during the current fiscal year in conformance with EC 42621, unless otherwise agreed upon by the County Office of Education (COE) and in conformance with EC 42622; and, the COE may make the transfer to repay any temporary "bridge loan" from the first available funds received by the district; and

WHEREAS, EC 42622 allows the county superintendent of schools, with approval of the County Board of Education, to "make an apportionment to a school district from the county school service fund conditional upon the repayment to the fund during the next succeeding fiscal year of the amount apportioned to the district and shall, during the next succeeding fiscal year, transfer the amount of such apportionment from the general fund of the district to the county school service fund"; and

WHEREAS, The total of all loans by the Santa Cruz County Superintendent of Schools, pursuant to this Resolution, shall be approved by the County Office of Education's Chief Business Official based on verified need and only for the amount needed by a district; in addition, the total amount available for distribution to all districts without additional board approval is $5,000,000; the funds will be distributed on a first-come first-served basis; and

NOW THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education hereby authorizes the Santa Cruz County Superintendent of Schools to loan to school districts who meet the criteria established above, to be repaid with interest pursuant to this Resolution or EC 42621 or EC 42622 as determined and agreed upon, with no administrative fee to be imposed.

Santa Cruz County Board of Education
Resolution #25- Regarding Temporary Short-Term Cash Loans to Districts
January 16, 2025

ADOPTED   This **16ᵗʰ day of January 2025** by the following vote:

Ayes:

Nays:

Abstentions:

Absent:

_____

Abel Sanchez, President
Santa Cruz County Board of Education

_____

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

_____

Edward Estrada, Vice President

_____

Ed Acosta, Trustee

_____

Gerg Larson, Trustee

_____

Sue Roth, Trustee

_____

Burce Van Allen, Trustee

_____

Rachel Williams, Trustee

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.2

Board Meeting Date: **January 16, 2025**   X Action   ☐ Information

TO: Santa Cruz County Board of Education

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

SUBJECT: Approval of the 2025-2026 Budget Calendar

BACKGROUND

The Board will be asked to approve the 2025-2026 Budget Development Process and Single Budget Adoption Timelines as submitted and recommended by the administration.

FUNDING IMPLICATIONS

Included herein.

RECOMMENDATION

Approve the budget calendar

Santa Cruz County Office of Education
Budget Development Process and Timeline
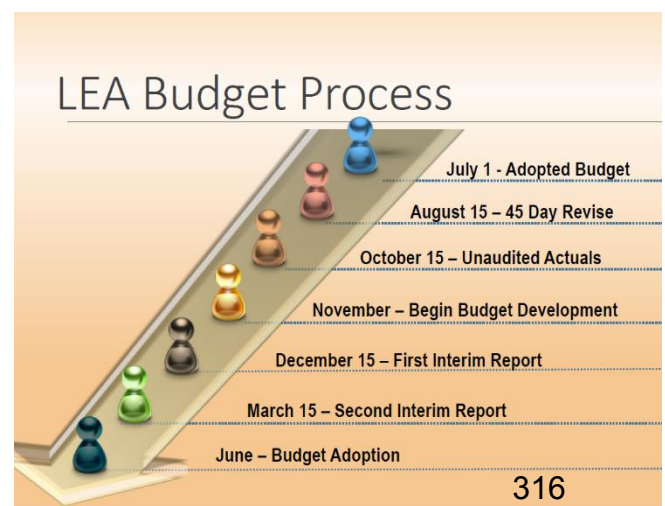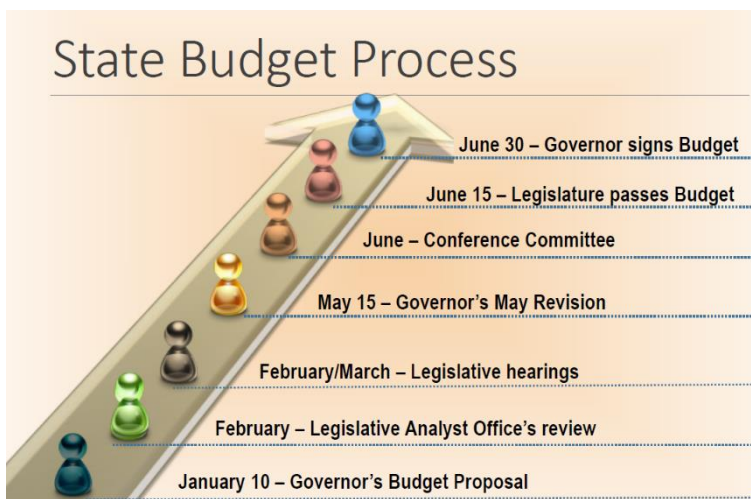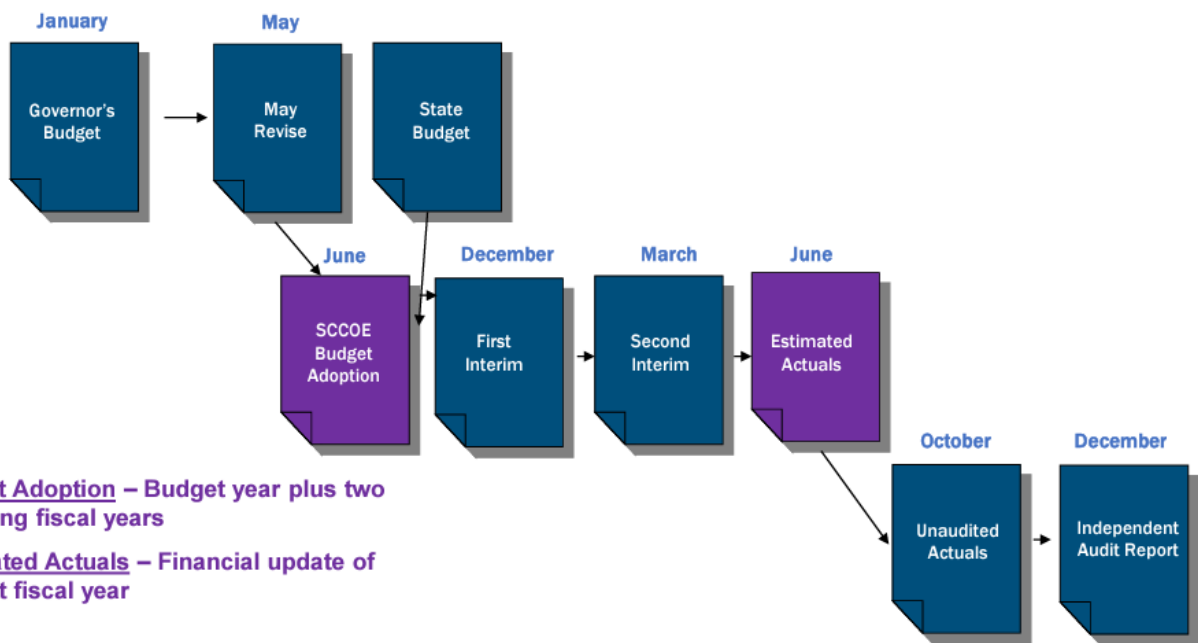## Single Budget Adoption
Fiscal Year 2025-26

Goal: Develop an operating Budget that meets the goals and services priorities of the Santa Cruz County Office of Education and aligns with the Local Control Accountability Plan (LCAP).

Date	Activities/Procedures	Responsibility
January 10, 2025	Governor's Proposed Budget released	
January 21, 2025	School Services Budget Workshop – Sacramento	Dept Supt, Business Exec Director, Director, Manager Fiscal Services
January 23, 2025	Capitol Advisors Budget Workshop Santa Cruz COE	Open to all staff, managers, and Board members
January 2025	Identify Preliminary Revenue Estimates	Dept Supt Business
	Cabinet/Management discussions of known or anticipated major changes to funding, programs, and/or services	Superintendent/Cabinet
	Review personnel assignments with restricted funding sources with Human Resources and Program Directors and Managers	Director Fiscal Services, Human Resources & Program Managers
February 2025	Distribute Budget Development instructions, forms and reports to Program Directors, Managers, and Fiscal Leads	Director Fiscal Services
	Review and confirm preliminary Budgets and personnel assignments	Dept Supt Business Director Fiscal Services Internal Financial Analysts
	Review preliminary personnel assignments with Human Resources and program managers	Director Fiscal Services & Program Managers
	Review preliminary budgets with Program Managers, Directors, and Fiscal Leads	Director Fiscal Services Internal Financial Analysts
	Cabinet review of personnel changes and preliminary budget	Superintendent/Cabinet

March and April 2025	Meet with Program Directors, Managers, and Fiscal Leads to create and refine program budgets	Director Fiscal Services
	Provide staffing and detailed budget reports to each Program Directors, Managers, and Fiscal Lead(s) for final review as each program budget is completed	Director Fiscal Services Internal Financial Analysts
April 2025	Prepare Preliminary Budget	Dept Supt Business Director Fiscal Services
Mid-May 2025	Governor's May Revise released	
	School Services May Revise Budget Workshop	Dept Supt, Business Exec Director, Director, Manager Fiscal Services
	Capitol Advisors May Revise Budget Workshop	Open to all staff, managers, and Board members
May 15, 2025	Report on status of preliminary Budget and LCAP to Board	Dept Supt Business
May 2025	Final modifications related to significant changes based on May Revise	Dept Supt Business Director Fiscal Services
May 2025	Meet with Board Budget Committee to review preliminary budget	Dept Supt Business Director Fiscal Services
June 1, 2025	Publish legal notice of public hearing on LCAP and Budget (minimum 10 days before public hearing)	Dep Supt Business
June 12, 2025	Hold public hearing on LCAP and Proposed Budget (no later than July 1) Presentation of Proposed Budget	Board of Education Dept Supt Business
June 26, 2025	Adopt LCAP and Proposed Budget	Board of Education
July 1, 2025	Submit Adopted Budget to CA Dept of Education (CDE)	Director Fiscal Services
Mid-July	School Services School Finance Conference, update on Enacted Budget	Dept Supt, Business Exec Director, Director, Manager Fiscal Services

July - August 2025	Distribute final Budget reports to Program Directors, Managers, and Fiscal Leads	
Within 45 days of Enacted State Budget	Update Budget to reflect significant changes between Adopted Budget and changes from May Revise and Enacted State Budget	
October 15, 2025	Transmit prior year unaudited actuals financial statements to CA Dept of Education (CDE))	Director Fiscal Services
December 15, 2025	File prior year Audit with State control agencies	Dept Supt Business Auditors

Budgeting and Financial Reporting – A Two-Year Process

- **Budget Adoption** – Budget year plus two following fiscal years
- **Estimated Actuals** – Financial update of current fiscal year

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SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.3

Board Meeting Date: **January 16, 2025**   [X] Action   [ ] Information

TO: Santa Cruz County Board of Education

FROM: Abel Sanchez, Board President
Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: First Reading - Board Bylaw 9320

BACKGROUND

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

BB 9320   Meetings and Notices

Bylaws of the Board   **BB 9320**

MEETINGS AND NOTICES

Meetings of the County Board of Education are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, 54954.2)

Regular Meetings

The Board shall hold regular meeting(s) each month. Regular meetings shall be held at 5:30 p.m. on the third Thursday of each month. At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the

materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be <u>received</u> at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern

3. An open and noticed meeting of another body of the district

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM 9.4

Board Meeting Date: **January 16, 2025** | X | Action | | Information

TO: Santa Cruz County Board of Education

FROM: Dr. Faris Sabbah, County Superintendent of Schools

SUBJECT: Resolution #25-02 In Support Of Senate Bill 48

BACKGROUND

This resolution emphasizes the importance of ensuring safe, inclusive school environments by prohibiting federal immigration authorities from accessing campuses without a judicial warrant and limiting the sharing of sensitive information related to immigration enforcement.

SB 48 aligns with the Board's commitment to equitable education and supports the well-being of students and families, particularly those in immigrant communities. The Board will consider the adoption of this resolution.

FUNDING IMPLICATIONS

None.

RECOMMENDATION

Approve the resolution

RESOLUTION #25-02 IN SUPPORT OF SENATE BILL 48

WHEREAS, Senate Bill 48 (SB 48), introduced by Senate Majority Leader Lena Gonzalez, builds upon existing protections to safeguard the rights and safety of students, families, and school personnel by prohibiting federal immigration authorities from accessing school campuses without a judicial warrant and by limiting the sharing of sensitive information related to immigration enforcement; and

WHEREAS, nearly half of California's 9 million children (and 42% of Santa Cruz County's children) are part of immigrant families, with one in five living in mixed-status families, and the vast majority of these children are United States citizens, underscoring the critical need for school environments free from immigration enforcement threats; and

WHEREAS, research shows that immigration enforcement actions near schools lead to declines in student attendance and academic performance, including increased absenteeism, difficulties with concentration, and heightened dropout rates, disproportionately affecting Latinx students and children from immigrant families; and

WHEREAS, the California Constitution guarantees all students, regardless of immigration status, the inalienable right to access safe, secure, and peaceful campuses, and SB 48 reinforces this guarantee by ensuring that schools remain safe havens where students can learn without fear of deportation or discrimination; and

WHEREAS, SB 48 aligns with California's values and its commitment to upholding the rights of all residents, including immigrant families, by preventing collaboration between local law enforcement and immigration authorities in ways that jeopardize the well-being of students and school communities; and

WHEREAS, the Santa Cruz County Board of Education is committed to fostering equitable and inclusive learning environments for all students, regardless of their or their families' immigration status, to ensure every student can thrive academically, socially, and emotionally;

NOW, THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education and Santa Cruz County Office of Education express strong support for SB 48 and urge its swift passage to protect the educational rights, safety, and dignity of students, families, and school personnel across California.

PASSED AND ADOPTED by the Santa Cruz County Board of Education, County of Santa Cruz, State of California, this 16th day of January, 2026, by the following vote:

    AYES:

    NAYS:

    ABSENT:

    ABSTAIN:

_____   _____
Abel Sanchez, Board President   Dr. Faris M. Sabbah, Secretary
Santa Cruz County Board of Education   Santa Cruz County Superintendent of Schools