

DRAFT

Pacific Collegiate School
Diversity Task Force

Report to the PCS Board of Directors

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Executive Summary:

PCS is a public school chartered by the Santa Cruz County Board of Education. Charter law describes a desired state in which any charter school reflects the demographics of the surrounding community. Gaps arise because charters are also self-selecting institutions; that is, students and families choose to attend a charter rather than their regular neighborhood school. In addition, charters have more narrowly defined programs than comprehensive schools, therefore by definition they will attract some people more than others.

Seeing these challenges, the PCS Diversity Task Force (DTF) was chartered by the Board of Directors to develop a five year plan to enhance the diversity at our school. The DTF was an outgrowth of the Diversity Education and Outreach Committee, which found that its best efforts in marketing and outreach to less-represented areas of our community met with limited success. The DTF was given a year to research, gather input, and make recommendations to the PCS Board.

The DTF conducted itself with three overarching themes:

- a) a dedication to improve the educational quality of our school (what does it mean to be well educated? What skills and concepts are important for students for function and lead in the 21st Century?);
- b) broad stakeholder input (open meetings; broad representation on the task force; surveys; public hearings; direct approaches to critics of PCS past practices to hear their views; public posting of findings; email and written correspondence); and
- c) reliance on prevailing law and best practices as outlined in scholarly research.

After researching several models, the group adopted a research framework developed at the University of Michigan to study diversity in school settings, which outlined three major components:

- a) *structural diversity* (who's here? Demographics and recruitment in students, faculty, staff, families, board members);
- b) *classroom diversity* (what is taught and how is it taught, to value the different perspectives and histories that different people bring to a learning environment); and
- c) *school culture* (how people relate to each other outside the classroom, including lunch and breaktime, social circles, clubs, activities, and events)

The DTF was comprised of board members, students, teachers, other staff members, and community members not affiliated with the school. The group met monthly at first, with the assistance of a consultant. Towards the end, the group met more frequently. All the stakeholder groups on the task force contributed to the writing task, and in July 2006 the enclosed report was unanimously recommended to bring forward for consideration.

The report's findings and recommendations are organized around five major findings, and are contained on pages 27-38 of the report. The recommendations are based on principles and commitments in each area:

Standard One: Diversity Planning

Principle: Plans solidify a commitment and provide a road map to action.

Commitment:

Like all strategic initiatives undertaken by Pacific Collegiate School, the Diversity Plan shall be reviewed and integrated within PCS on an annual basis to assure support and enhancement of diversity within concrete timelines. The plan includes measures related to the standards in each of the following domains: Structural Diversity, Classroom Diversity, Campus Culture, and Accountability. These measures will be reflected in budget planning, strategic planning, staff development, enrollment, expansion plans and all current and future aspects of school development.

Standard Two: Structural Diversity

Principle: Students educated in schools with diverse populations are better able to develop the knowledge and skills necessary to succeed in an increasingly complex and competitive global society.

Commitments: All PCS outreach and recruitment practices and policies shall be:

Accessible: PCS ensures that equal access to the school is available to all Santa Cruz County students and their families. PCS actively addresses existing barriers to access including but not limited to school location, transportation, enrollment policies, and family participation requirements. All outreach and recruitment efforts for faculty, staff, and board members are conducted in a way that clearly utilizes effective methods of reaching diverse candidates.

Culturally appropriate: PCS ensures that all prospective students and their families receive information about PCS that is understandable, respectful, and provided in a manner compatible with their culture and language. The PCS student body, faculty, staff and board of directors shall be:

Representative: The PCS student body is racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education. The PCS faculty, staff and board of directors are racially and ethnically representative of the Santa Cruz County population. The PCS student body, faculty, staff and board of directors shall be **knowledgeable:** Training and development in the area of diversity will be provided for students, faculty, staff and board members.

Standard Three: Classroom Diversity and Academic Success

Principles:

- International and cross-cultural curriculum prepares graduates for life in the 21st century.
- All students can achieve academic success.

Commitments:

- All students are exposed to curriculum that integrates a knowledge and appreciation of diversity.
- Teachers receive support to integrate culturally appropriate materials within curriculum and across disciplines.
- Students participate in community service learning opportunities that promote social justice and civic responsibility.

- The development and delivery of curriculum supports diverse learning styles.
- Academic support services and resources are available to promote student success.
- All students receive the same high expectations and are challenged equally in terms of both academic effort and performance.

Standard Four: Campus Culture

Principles:

- Interactions between students have a strong influence on students' self-esteem, self-confidence, and motivation. Interactions with classmates, staff, and teachers have a profound effect on a student's enthusiasm and ability to learn.
- By respecting and celebrating diversity, all students have a broadened appreciation of self and others and can experience the benefits of diversity.

Commitment:

- Interactions between students, both on and off the school campus, honor differences in culture and socio-economic background.
- School policies that prohibit discrimination or bias are enforced in the classroom and in all school settings.
- Creative strategies are developed to ensure that all families and students feel welcomed, respected, and included in the life of the school community.
- The school community celebrates diverse cultural, religious, and national holidays and observances and emphasizes that all people have a culture to celebrate.

Standard Five: Domain: Accountability

Principle: Evaluation measures results and demonstrates accountability to successful implementation of the plan.

Commitments:

- PCS shall conduct an annual evaluation to track progress on implementation and results of its Diversity Plan.
- PCS shall collect and analyze data to inform decisions and to demonstrate progress toward successful implementation of its Diversity Plan.
- The PCS Board, Faculty and Staff are accountable for the successful implementation of the Diversity Plan.

The DTF report is submitted for public consideration at the August 2, 2006 PCS Board meeting. The Board of directors then established a two month window of public comment, distribution, and discussion. Among the information needed between now and then is legal feedback on key recommendations, and a resolution on the staffing and budget implications of many of the recommendations included. The Task Force will report back with action items at the regularly scheduled October 4, 2006 meeting of the PCS Board.

ACKNOWLEDGEMENTS:

The Diversity Plan and Report are the result of an extensive year long effort. An endeavor of this magnitude could not have been accomplished without a great deal of volunteer time and hard effort and thus we would like to acknowledge the following groups for their commitment and dedication to the completion of this Plan: We would like to thank the PCS Board of Directors for their commitment to diversity as expressed through the creation of the Diversity Task Force (DTF), the Diversity Outreach and Education Committee, and the allocation of Board positions. We appreciate the many individual volunteers who have worked diligently since the inception of the school to lay the foundation for the work of these committees and all that has been accomplished thus far. We sincerely appreciate the contributions of all of PCS' many stakeholder groups: students, parents, staff, faculty and community members. These groups are what make us a school community and we thank each of them for participating in DTF-sponsored events this year and contributing to our understanding of diversity at PCS. And lastly, we extend our sincere thanks to the sixteen individuals and stakeholder representatives of the Diversity Task Force for their tireless commitment to developing a comprehensive approach, ensuring that dialogue was open and respectful, and for making recommendations that we believe will make a real difference in educational outcomes for all students.

I. INTRODUCTION

The PCS Diversity Plan is a *living* document. It is a developmental process, rather than a static entity that begins with good intentions and ends up a dusty document tucked away on a shelf. Though this plan includes specificity with regard to one year and five year goals, it requires close attention in its implementation with annually prioritized goals and re-assessment.

Simply stated, the goals in this Plan relate to improving the diverse representation of the student body as mandated in our governing Charter and the legal requirements and mandates therein; increasing the diverse representation of faculty and staff; improving the classroom and social climate on campus; and enhancing the education and educational processes that take place for all members of the school community.

The goals of the plan and the strategies that have been outlined to meet them are extensive. Because this process is developmental, it is not expected that PCS will move forward on all of these goals at once. However, it is through continuous and deliberate action that progress will unfold and success will be realized.

While many of the actions proposed in this Plan can be implemented with current resources, it is clear that real success and progress will require additional resources. To that end, we have included in the Plan recommendations for budget allocations to be given to key initiatives that work toward our goals as stated above. Many of the activities in which PCS is currently engaged will help move us forward if this plan and its goals become the guiding principles for actions that are integrated into other policies and practices of the school.

Successful achievement of the goals of this plan is important for many reasons, but prominent among them is the need to provide students with a complete and excellent education that fosters students' academic, cognitive, and social growth and prepares them for future work and careers in a global, multicultural world and economy.

These goals are consistent with the principles of our Mission and Vision as outlined in the Pacific Collegiate School Charter and Strategic Plan.

Mission and Vision:

Pacific Collegiate School Charter for 2006-2011 and PCS Strategic Plan

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

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

In conjunction with addressing our legal mandates regarding representation, we may ask ourselves as a school community: "Why is it important for us to examine diversity? Are their *proven* benefits to diversity in the student experience?"

The research described later in this document points specifically to some answers to these questions, but it is also important to note that many of the most established and prestigious educational institutions and organizations in the United States have affirmed statements about the significant role of diversity in schools. The following is an excerpt from the ***American Council on Education*** comprised of members from educational organizations and learning communities throughout the nation.

On the Importance of Diversity in Higher Education:

The American Council on Education

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, others small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than

3,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society.

Similarly, many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring. The reasons include:

- Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- It promotes personal growth--and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds.
- It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of African-American and Hispanic students, reversing decades of progress in the effort to assure that all groups in American society have an equal opportunity for access to higher education.

Achieving diversity on college campuses does not require quotas, nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, does require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

Endorsements

AACSB - The International Association for Management Education	College and University Personnel Association
ACT (formerly American College Testing)	Consortium on Financing Higher Education
American Association for Higher Education	Council for Advancement and Support of Education
American Association of Colleges For Teacher Education	Council of Graduate Schools
American Association of Colleges of Nursing	Council of Independent Colleges
American Association of Colleges of Pharmacy	Educational Testing Service
American Association of Collegiate Registrars and Admissions Officers	Golden Key National Honor Society
American Association of Community Colleges	Hispanic Association of Colleges and Universities
American Association of Dental Schools	Law School Admission Council
American Association of State Colleges and Universities	Lutheran Educational Conference of North America
American Association of University Administrators	NAFSA: Association of International Educators
American Association of University Professors	National Association for College Admission Counseling
American College Personnel Association	National Association for Equal Opportunity in Higher Education
American Council on Education	National Association of College and University Business Officers
American Indian Higher Education Consortium	National Association of Graduate and Professional Students
American Medical Student Association	National Association of Independent Colleges and Universities
American Society for Engineering Education	National Association of State Universities and Land-Grant Colleges
APPA: The Association of Higher Education Facilities Officers	National Association of Student Financial Aid Administrators
Association of Academic Health Centers	National Association of Student Personnel Administrators
Association of American Colleges and Universities	National Collegiate Athletic Association
Association of American Law Schools	National Council of Educational Opportunity Associations
Association of American Medical Colleges	NAWE: Advancing Women in Higher Education
Association of American Universities	New England Board of Higher Education
Association of Catholic Colleges and Universities	The College Board
Association of College Unions International	The College Fund/UNCF
Association of Community College Trustees	The Education Trust
Association of Governing Boards of Universities and Colleges	University Continuing Education Association
Association of Jesuit Colleges and Universities	
Coalition of Higher Education Assistance Organizations	

See Appendix 1 for Diversity Statements from Colleges to which PCS students have received acceptances.

II. THE DIVERSITY TASK FORCE

A. Charge of the Diversity Task Force

In June of 2005 the Pacific Collegiate School Board appointed a committee, known as the Diversity Task Force (DTF), with the charge of developing a five-year diversity plan for Pacific Collegiate School (PCS). This Diversity Plan would align with the school's key governing documents, to include the Charter, the Mission, and the Strategic Plan for the school. The document would comply with the Board-approved Belief Statement regarding Diversity Education and Outreach (Appendix 2); the California Education Code as specified in the Charter as it relates to student representation (Appendix 3); the mandate in the Strategic Plan to develop and implement a diversity plan; and would address the overall Mission and Vision of the school to offer any student the same quality of education offered by the most academically distinguished schools in California. (Appendix 4).

B. Composition of the DTF

In order to work toward a plan that would be effective and meaningful for the school community, it was determined that the DTF must have representation from each of the major stakeholder groups in the school community. This approach was strongly encouraged by the Board President (2005-2006) and in consultation with educators involved with diversity issues in local educational institutions. The stakeholder

groups of PCS include students, parents, faculty, staff, and community members as well as the school's Principal. Two to three members from each stakeholder group have served on the task force for a 12 month period. In August of 2005, one board member on the DTF served in an administrative capacity as the DTF Coordinator. Her task was to coordinate the task forces' monthly meetings and subcommittees in this year-long effort. (Appendix 5, DTF Representation Selection and List of Representatives.) A Diversity Consultant had been hired to oversee this project but personal circumstances precluded her from continuing in this role as of January, 2006. At that time, a community representative of the DTF with extensive experience in diversity plan development worked with the DTF Coordinator to assume a co-leadership and planning role.

C. Approach: The DTF Work Plan

At its initial meeting in September 2005, the Diversity Task Force approved a work plan to help guide its process throughout the year. (Appendix 6, DTF Work Plan.)

The key steps in this work plan have been to:

- Establish common definitions and create a shared language in the PCS community regarding key diversity terms.
- Conduct a comprehensive assessment of what diversity currently looks like at PCS by soliciting input from stakeholders, reviewing current policies and practices, and analyzing relevant data.
- Solicit input from the school's key stakeholder groups to create a shared understanding of desired short and long-term outcomes for diversity at PCS.
- Incorporate best practice as identified through an extensive review of the literature.
- Analyze applicable laws and educational codes to ensure compliance.
- Establish guiding principles and standards that PCS aspires to in a long-term diversity plan.
- Establish agreement regarding diversity plan development.
- Update the board and stakeholder groups on assessment results and plan development.
- Develop a plan that incorporates findings from the assessment process and is aligned with the goals and principles of the school's Charter, Mission, and Strategic Plan.

To accomplish this work, the DTF met every third Thursday evening of the month since September, 2005 and has continued to meet during the summer of 2006. Throughout the academic year meetings have been publicly noticed and all meetings have been open to the entire school community.

D. Adoption of Diversity-related Definitions for Plan Development

Key to any diversity initiative is creating a shared language to avoid misinterpretation of the terms as the Plan is developed and implemented. With the assistance and extensive research efforts of a Definitions Ad Hoc committee, the DTF adopted several key definitions of commonly used diversity-related terms *for use in the development of the Diversity Plan*. The following definitions were adopted: Barriers to Access, Culture, Cultural Competence, Diversity, Diversity Plan, Equal Access/Equity, Ethnicity, First Generation, Minority, Race, Retention, and Student Support Services. (Appendix 7, Definitions of Diversity-related Terms) The DTF Definitions Ad Hoc Committee researched these definitions from internet searches to include charter schools as well as four year universities such as UC Santa Cruz, UC Berkeley, UCLA, and CSU.

III. ASSESSMENT

A. Organizing Framework of Assessment

Assessment results have important implications for directing change. School communities use assessment in a formative way to determine how well they are meeting their goals in a particular area, and to make improvements such that their goals can be better met. Unless the content of assessment (what is assessed) and the format of assessment (how it is assessed) match, the results are less than useful. With that awareness the DTF identified key sources of information that we needed to assess and inform our work over the course of developing the Five Year Diversity Plan, and to select a model to assess them. These key sources included:

- Stakeholder input: students, parents and guardians, faculty, staff, and community members.
- PCS' governance: Mission, Charter, Strategic Plan as well as state and federal legislation for public charter schools.
- A Review of the Literature and Best Practices such that we were learning from others and not reinventing the wheel
- Data from relevant PCS resources, policies and practice

In order to obtain results that would be meaningful, it was essential to utilize an assessment model that was as inclusive of a broad definition of the term “diversity” as possible; acknowledged the wide array and differences of opinion in the school community; respected the individuals and groups involved in the assessment process understanding that an issue as complex as diversity does not elicit 100% consensus; and offer as much opportunity for input as time and our maximum volunteer effort would allow. We suspected that we would have opportunities to acknowledge what we are already doing well, and what we can improve, and both were true. The model we used for assessment is described in detail in the following section of this report.

B. A Model for the Diversity Plan

1. Selecting an Approach for the Diversity Plan

Numerous diversity plans have been implemented in high schools and college campuses throughout the country within the last three to four decades. The Diversity Task Force wanted to use a model for the structure of a diversity plan that was inclusive of a broad definition of the term “diversity,” was founded on solid empirical evidence, and would make sense within the context of a college preparatory public charter school environment. The DTF completed an extensive review of educational models that could inform the development and structure of a comprehensive planning process.

The task force chose a model derived from a comprehensive and longitudinal study at the University of Michigan (U of M) (Diversity and Higher Education: Theory and Impact on Educational Outcomes) by Patricia Gurin.¹ The DTF chose this model because it met the criteria we were looking for:

- It included multi-dimensional definitions of diversity, acknowledging the complex nature of a term that can mean many things to many people;
- It demonstrated reliability as it included both single- and multi-institutional nationwide data; and
- It offered us an understanding of how diversity impacts all dimensions of student life and the implications for positive educational outcomes for all students, including over the course of their lifetimes.

The results of the study emphasize the educational and civic importance of informal interaction among different racial and ethnic groups and the importance of diversity efforts in schools, not only as a means of increasing access to higher education for greater numbers of students, but also as a means to foster students’ academic, social, and cognitive growth.

¹<http://gseweb.harvard.edu/~hepg/gurin.html>

Diversity and Higher Education Theory and Impact on Educational Outcomes

2. A Multi-Dimensional Experience of Diversity: The University of Michigan Model

There are multiple ways in which students may experience diversity in educational environments. Based on the University of Michigan model, diversity can be described in the following three ways:

- Structural Diversity
- Informal Interactional Diversity, or Campus Culture
- Classroom Diversity

The DTF used these terms and their underlying concepts to guide us in all aspects of our assessment phase, as well as structuring the plan itself. It's important to give the reader a sense of what each of these domains of diversity mean.

a. Structural Diversity: Every school has different levels of ethnic and racial diversity in their student bodies. The first term used for this numerical representation of diverse groups is structural diversity. This term is about “who” is represented in the school environment.

While a highly diverse student body can insure that students are exposed to differences in culture, ethnicity and race, given our previous as well as current U.S. history with race relations, it does not follow that students will have meaningful inter-group interactions with people from backgrounds that differ from their own, thus the following definition:

b. Informal Interactional Diversity or Campus Culture: This type of diversity involves both the frequency and the quality of inter-group interactions as keys to meaningful diversity experiences among students.

Although these informal interactions with racially diverse peers can occur in many school contexts, the majority of them occur outside of the classroom. These interactions may include informal discussions, daily interactions in between classes, campus events, and social activities. For the purposes of our own plan, we have used the term “campus culture” to convey the quality of interactions between students.

c. Classroom Diversity: A third form of diversity experience is classroom diversity and includes learning about diverse people (content knowledge) and gaining experience with diverse peers in the classroom.

A quote from the University of Michigan study brings all of these aspects of diversity together in their statement,

“The impact of racial/ethnic diversity on educational outcomes comes primarily from engagement with diverse peers in the informal campus environment and in...classrooms. Structural diversity is a necessary but insufficient condition for maximal educational benefits.”

You will see these three terms or domains of diversity throughout this report. Using these multi-dimensional terms for diversity has been an essential tool for:

- developing key Standards for our Diversity Plan
- gathering input from each stakeholder group in the Assessment Phase
- looking at our governance and legal mandates as they relate to structural diversity

d. Planning and Accountability: The way in which students may experience diversity in educational environments is also impacted by the degree to which institutions plan and hold themselves accountable to the successful implementation of those plans. To this end, the DTF augmented the University of Michigan Model by addressing recommendations on planning and accountability. These recommendations can be found in chapters four and five.

C. Assessment Phase

1. Assessment Defined

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what we know and to make meaningful recommendations based upon what we have learned. In this report and the accompanying description of Diversity Standards and the Five Year Plan, the areas of examination for assessment have included: input from our stakeholders, an understanding of PCS' governance, a review of best practices and the literature in each diversity domain, and the data we have about our demographics, our policies, and practices.

2. Forums for Stakeholder Assessment

The task force strongly believed that a climate for success regarding measurable and actionable changes in diversity, could only be possible if all stakeholder groups had an opportunity to provide input that could help inform the plan. In addition to publicizing the meetings of the DTF each month on the website or marquee, the exclusively volunteer task force developed opportunities such that all representative groups had some opportunity to verbally, or in written form, offer input to the task force.

Each stakeholder group of students, parents, faculty, staff, and community members was given the opportunity to offer their personal views of the current and desired state of diversity for structural diversity, classroom diversity and campus culture.

During the 2005-2006 school years, the DTF sponsored the following public opportunities for verbal and written input in the diversity domains listed above.

1. A PCS Town Hall Meeting
2. E-mail Distribution of and Response to the Queries from the PCS Town Hall Meeting
3. Faculty Survey
4. Student Survey from students 7th-12th grade in Spanish I and II courses
5. Community Stakeholder Input Session at the County Office of Education

In total over 350 individuals were represented and provided input to the DTF through these forums. A comprehensive summary of the format and representation for each

venue is provided in Appendix 8 and summaries of each event are located in Appendices 9-13.

3. Stakeholders, Governance & Literature Review: What Did We Learn?

In each of these multi-dimensional domains of diversity, the DTF knew that our plan would be better informed if we learned from what our stakeholders had to say, understood the laws that govern our school, and researched the best practices modeled in some of the top performing educational institutions and businesses in the country.

Regarding structural diversity, classroom diversity and campus culture, the DTF asked the following questions to help inform our plan:

- What does the data say?
- What does our governance say? (Our Mission, Charter, Strategic Plan and other relevant education codes and federal/state law)
- What do our stakeholders say?
- What does the literature and best practices say?
- What are the possible challenges and barriers to achieving a desired state of diversity in this area?

The following section is extensive and outlines the answers to these italicized questions in each of these domains of diversity.

We begin this section with addressing the questions regarding Structural Diversity and move on to Classroom Diversity, and Campus Culture.

a. **Structural Diversity:**

1. What does the data say?

Ethnic/Racial Background		
	PCS Students	Santa Cruz County Students
African American	1%	1%
Asian/Pacific Islander	11%	4%
Hispanic or Latino	5%	50%
Native American or Alaskan Native	1%	0%
White	78%	43%
Other (NR/Multi)*	7%	7%
Totals	100%	100%

Note: *NR/multi means No Response or Multiple listings. Data comes from the CAP report in 2005.

Educational Background			
	PCS	City of Santa Cruz	County of Santa Cruz
Advanced Degree	50%	18%	13%
College Degree	36%	34%	29%
Some College	12%	23%	25%
No College	2%	24%	32%

2. Who does our governance say about who should be at PCS?

The principle that students educated in schools with diverse populations are better able to develop the knowledge and skills necessary to succeed in an increasingly complex and competitive global society is embodied in our Charter and Strategic Plan, reflected in educational code, and reinforced in the educational literature and best practices modeled in some of the top performing educational institutions and businesses in the country.

Diversifying the PCS population is also an explicit expectation of our chartering agency, the County Board of Education, as expressed in our recent charter renewal process and is specifically addressed in Ed Code 47605 (b) (5) (G) regarding “the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

In addition to the use of a lottery to address the demand for slots in admission, the Charter says: “We are committed to significant recruiting efforts, including distribution of information to area schools, community centers, religious institutions and other areas where diverse student families might be reached.”

Selecting who attends PCS is based on what our Charter says, as well as what the law says regarding public schools in general. Our governance is informed by our Charter, which is overseen by the County Office of Education. In terms of what this means regarding structural diversity, our Charter contains and implies:

- Compliance with California Educational Code 47605 (b) (5) (G)
- Adherence to our Mission and Vision statement that is a part of both our Charter and PCS’ Strategic Plan and,
- Compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, part B of the Individuals with Disabilities Education Act
- Compliance with Federal Charter Schools Legislation

The following is an excerpt from the Northwest Regional Education Laboratories³ which oversees public charter schools in the Northwestern states.

“How students will be selected by charter schools... is one of the most often cited equity issue: the fear that either overtly or subtly, the process of selecting students will work to exclude particular groups of students from entering the schools of their choice. Among the sometimes contradictory concerns expressed are:

- Charter schools may cream off students, selecting the highest achievers or most motivated.
- Charter schools may focus solely on students at risk of dropping out or failing.
- Charter schools may result in the resegregation of lower-income and ethnic minority students.
- Subtle factors may prohibit participation of lower income and ethnic minority children, including lack of transportation, unawareness on the part of families of their schooling options, or skepticism that their children will be welcomed by the school.

Charter school legislation and guidelines at both the state and federal levels have been drafted to ensure equal access to all students and compliance with antidiscrimination laws. Governing boards of charter schools are legally obligated to comply with all federal civil rights laws, and those operated by school districts must act in accordance with any existing U.S. Office for Civil Rights (OCR) approved or court-ordered desegregation plans. Federal legislation specifies that any school receiving federal funding must be open to all students who apply or admit students via a lottery if applications exceed demand. Many state laws also contain provisions to make sure that charter schools are open to all:

- Lottery systems
- Transportation for lower-income students
- Forbid exclusion of children based on intellectual or academic ability
- Enrollment must reflect the demographics of the student population in the district
- A certain percentage must target students who do not achieve to their potential in a traditional school setting

Despite such provisions, the charter school initiative has resulted in some schools that have virtually all-White or all-minority populations. This form of de facto segregation presents a dilemma for those committed both to improving student achievement for ethnic minority students and lower-achievers and to providing desegregated schools.” (End of excerpt.)

³Source: It's Not Just Good Teaching, It's the Law: Meeting the Equity Challenge in Public Charter Schools: <http://www.nwrel.org/cnorse/booklets/charter/5.html> and <http://www.ed.arizona.edu/wren/> (NWREL)Northwestern Regional Educational Laboratories and (WREN) Western Regional Equity Network are two of the ten equity assistance centers that are funded by the U.S. Department of

Education under Title IV of the 1964 Civil Rights Act. The centers provide assistance in the areas of race, gender, and national origin equity to public school districts to promote equal educational opportunities.

Appendix 14, Local Governance and Federal Legislation

3. What do our stakeholders say about structural diversity?

Though there is clearly no consensus of opinion about how to address the issue of insuring greater structural diversity at the school, and thus how to meet the mandates of our Charter and our chartering agency, the input below demonstrates that it is a concern for many members of the school's key stakeholder groups. The following is a summary of responses from each of the stakeholder input sessions as they pertain specifically to structural diversity. Each of these events/opportunities for input is referred to in Appendices 8-13. Please refer to these Appendices for more information about stakeholder input.

PCS Town Hall: At the PCS Town Hall, participants across all groups described the student body as largely White. While some participants pointed out that the student body is not exclusively White (noting the student body includes Middle Eastern, European and Asian students among others), others commented that there are many ways to define diversity other than ethnicity. There were several specific comments about the low number of Latino and African-American students.

Many groups commented that student demographics are impacted by the preferential admissions of children of board members, faculty/staff and families with siblings. Many saw this as a negative impact that limits the diversity of the student pool; other comments were neutral.

Finally, there seemed to be a shared view that the student body is changing (and has changed over the past seven years). The perception is this shift is already leading to increased diversity – in learning style, in demographics, in all areas.

Most groups explicitly stated a desire for increased diversity at PCS – particularly ethnically and culturally. Further, the groups identified several other areas for increasing diversity which are described in the Appendices 8-12.

PCS Email Responses: Some individuals responding to the PCS e-mail diversity **questions** felt that skilled recruitment and outreach was necessary for the lottery to reach a more varied group of students. While there was inquiry into the legality of making changes to the lottery to allow more diverse students into the school, some individuals responding to the e-mail queries said they would adamantly not support such a change, feeling that the lottery is a fair means for all students with high aspirations to attend PCS, and does not preclude anyone from attending the school.

While there appears to be a general acknowledgment from all stakeholders groups that the school can be described as predominantly White, there is not consensus about

a “means by which the school will achieve a racial and ethnic balance among its pupils...” per the Educational Code in the PCS Charter.

Faculty Survey Responses: Though most of the comments in the Faculty Survey did not specifically address structural diversity, the following comments from faculty members bear relevance to the question of “Who is here?”

Excerpts from Faculty Survey

“I think it is critical that we have a more diverse student demographic. Yes, we as teachers can promote diversity through curriculum and programming, but I feel like our students don’t have a chance to “practice” tolerance, which I think is the effective purpose of diversity training. Their knowledge of diversity is often purely academic; they know as PCS students they’re supposed to think globally, but judging by the slang and demeanor outside (and sometimes inside) the classroom, they can take off that hat all too easily. I am seriously in favor of some quota allowance in the lottery. However, I am wary that the quota could be approached as a way to enrich White kids’ education rather than asking what we should be doing to serve different populations.”

“I would like to provide more of an opportunity for students to work directly with other members of our community to expand their awareness of different cultures; the authenticity of having someone from another culture present information to the kids is something that I can’t provide, and I would like to do that more in the coming year.”

Student Survey Responses: The Student Survey was completed by 109 Students from grades 7th-12th grade in Spanish I and II courses. Their responses to the diversity survey filled 32 pages. Many of their comments *did* specifically address issues in the domain of structural diversity. While reporting a few comments does not give justice to the extensiveness of students’ responses, here is a sampling of representative comments that students wrote as they made observations between curricular diversity in the classroom and what they observed in terms of the structural diversity (“who” they see) in the classroom.

Excerpts from Student Survey

“Most of my classmates are Caucasian and sometimes I forget that there are non-Caucasian people. I don’t have any of those select few in my classes either. I feel that in the classroom there seems to have been an effort to educate us about diversity, but in a more distant and unreal way, and I think there is a big difference between being taught and actually experiencing diversity.”

“In class we learn about ideas and concepts from around the world. However, the people in class in terms of race and culture are almost totally homogenous.”

“I think that they teach us about diversity and try to get us to think about it, but there isn’t that much (diversity) in the student body.”

“Not very many ethnicities go to our school. It is mostly dominated by White children.”

“I think that although there is not much diversity of race, sexual orientation, or financial state, we do talk about diversity in most of our classes.”

To PCS students’ great credit, as observed from their input, their awareness of the advantages that they receive in the area of diverse themes in curriculum from their teachers is very high, and they also acknowledge their awareness of the social and cultural environment in which they learn.

Readers are encouraged to read the Student Survey responses in Appendix 11.

Community Stakeholder Responses: The DTF, along with the assistance of Principal Goldenkranz, invited several community leaders to a Community Stakeholder Input Session at the County Office of Education May 11th, 2006. The following issues were discussed: Challenges regarding recruitment and outreach, structural challenges, and enrollment policies.

Community members provided their input and observations of Pacific Collegiate School. The following input came in the form of criticism, opinions, and questions about diversity at the school.

Excerpts from Community Stakeholders

- *PCS is a “public elite” school that is failing at diversity. If PCS was doing this badly in science and math there would be a public outcry. The school is given world class recognition around academic issues even as it fails at achieving diversity.*
- *If you want to do something about diversity, you should pay professionals to fix the problem.*
- *There are several barriers to access for some students to be able to attend PCS. Issues of proximity, geography, dealing with traffic across town, participation in the school with parents who must work long hours.*
- *Honors AP courses at all of the SCCS public high schools have the same disproportionate representation that PCS has in their AP classes. PCS gets a magnifying glass on our problems. Perhaps some focus on this inherent problem in the larger public school system should be addressed.*
- *Quote: “I was tracked into wood shop, metal shop because of my Latino background and with no one to advocate for me in the school to take college prep classes. You might think I wish that a PCS did not exist. But I think that at PCS, no matter who you are or what your ethnic background, you are part*

of the group that will get a college prep education. This is an educational alternative that allows everyone to succeed. But, you must address...the hidden rules of poverty and the middle class within the curriculum.”

- *Quote: “I believe in Charters as alternatives and my kids went to one, but in Junior High I felt it was important that they experience the “real world” so I took them out. Our Charter school could not understand this. I wanted to expose them to diversity. I regret that PCS students are not getting exposed to more diversity.”*
- *If you moved preferential enrollment of 35 (cumulative) slots generated by board member’s preferential enrollment, then there would be more room for low SES/1st generation students.*
- *Be creative, unconventional. Victory lies in being unconventional. Reach out to these populations in a way in which they will be responsive to your efforts.*

4. What does the literature and research say about structural diversity?

The input from key stakeholder groups has helped to inform us about the perceptions and observations about diversity at PCS, as well as some ideas for positive change. The DTF also thoroughly investigated what the fields of education, developmental theory, and civic and education leaders from a variety of organizations and institutions of higher learning had to say.

From these entities it is clear, there is no contest about the benefits of a diversely populated campus for students, not just during their tenure in academic institutions, but for the contributions they can make over a lifetime from the advantages of experiencing a diverse educational milieu in all domains.

Education: Referring again to the University of Michigan study upon which our Plan has been structured, the authors of the study had the following to say in their summary and conclusion:

“Classroom diversity at the U of M nearly always involves the presence of diverse students as well as exposure to curriculum content addressing diversity. The success of these curricular initiatives is facilitated by the presence of diverse students and a pedagogy that facilitates learning in a diverse environment. In conclusion, we find that education is enhanced by extensive and significantly diverse student bodies.”

The following statements about structural diversity are well-supported in the literature:

“Diversity enables students to perceive differences both within groups and between groups and is the primary reason why significant numbers of students of various groups are needed in the classroom. The worst consequence of the

lack of diversity arises when a minority student is a token in a classroom. In such situations, the solo or token minority individual is often given undue attention, visibility, and distinctiveness, which can lead to greater stereotyping by majority group members. Research shows that individuals become more aware of within-group variability when the minority group is not too small relative to the majority group and that individuals have more complex views of members of other groups when relative group size is not greatly imbalanced.”

Source: Gurin cites these sources for the conclusions above. (Kanter, 1977). (Lord & Saenz, 1985; Mellor, 1996; Sekaquaptewa & Thompson, 2002; Spangler, Gordon, & Pipkin, 1978; Thompson & Sekaquaptewa, 2002; Yoder, 1994). (Mullen & Hu, 1989; Mullen & Johnson, 1993), (Mullen, Rozell, & Johnson, 2000).

The authors asked themselves whether the educational benefits of diversity can be achieved without the presence of a racially/ethnically diverse student body. Since content about race/ethnicity can be introduced into courses even at institutions with minimal student diversity, the authors of the study felt it was especially important for their research to explore whether informal interaction with diverse peers had significant effects independent of the effects of classroom diversity. Their results indicated that:

“A diverse student body is clearly a resource and a necessary condition for engagement with diverse peers that permits higher education to achieve its educational goals.”

Developmental Theory: Renowned developmental psychologist Jean Piaget argues that children and adolescents can best develop a capacity to understand the ideas and feelings of others — what he calls perspective-taking — and move to a more advanced stage of moral reasoning when they interact with peers who have different points of view. Both differing perspectives and equality in relationships are important for intellectual and moral development.

“In a homogeneous environment in which young people are not forced to confront the relativity or limitations of their point of view, they are likely to conform to a single perspective defined by an authority. In a hierarchical environment in which young people are not obliged to discuss and argue with others on an equal basis, they are not likely to do the cognitive and emotional work that is required to understand how other people think and feel. These cognitive and emotional processes promote the moral development needed to make a pluralistic democracy work.”

Based on the theories of Piaget and other developmental theorists cited in their research, the researchers in the U of M study contend that the presence of diverse others, equality among peers, and respectful dialogue are the conditions that foster the orientations that students will need to be citizens and leaders in the post-college world: perspective-taking, mutuality and reciprocity, acceptance of conflict as a normal part of life, capacity to perceive differences and commonalities both within

and between social groups, interest in the wider social world, and citizen participation are all a part of preparing students for an increasingly heterogeneous society.

Civic and Education Leaders: Mitchell J Chang, UCLA, Anthony Lising Antonio, Stanford University, and Jeffrey F. Millem, University of Maryland, “Making Diversity Work on Campus”

“Increasing the representation of students from various racial and ethnic groups leads to a broader collection of thoughts, ideas, and opinions held by the student body, and this in turn increases the probability of exposing a student, irrespective of his or her race and opinion, to a wider range of perspectives on a particular issue. Perhaps this core characteristic of a diverse campus community is the key mechanism by which diversity makes an intellectual atmosphere, in the words of Justice Lewis Powell, more “conducive to speculation, experiment and creation—so essential to the quality of higher education.” (Regents 1978).

Don M. Randel, President and Richard P. Saller, Provost, University of Chicago, from a "Diversity Statement" in Autumn 2004

“The composition of our student body, undergraduate and graduate, deeply influences the educational experience that they receive at Chicago...Students are both recipients and providers of the learning that takes place at universities, and [universities] have a vital interest in what students bring to the task of educating each other....Diversity helps students confront perspectives other than their own and thus to think more vigorously and imaginatively; it helps students learn to relate better to persons from different backgrounds; it helps students become better citizens. The educational benefits of student diversity include the discovery that there is a broad range of viewpoint and experience within any given minority community—as well as learning that certain imagined differences at times turn out to be only skin deep.

On the basis of both research and personal experience, we believe that classes of students from diverse backgrounds, taught by faculty of varied backgrounds, will be a richer and better educational experience. The quality of exchange depends not only on the intelligence and talent of individual students, but also the experiences and values they bring to the table. Homogeneity perpetuates unchallenged assumptions—the very antithesis of what the University stands for.”

Business: Shirley Ann Jackson, keynote speaker, “Achieving Excellence through Diversity,” U.C. Santa Cruz Symposium, November 2005:

“College graduates now confront population growth, energy demand, and resource consumption. It is a thriving, though turbulent, global environment in which nations and corporations are struggling for advantage. Corporations get

it...Corporations are embracing diversity because it is essential to maintain their market edge.”

In an *amicus* brief by General Motors in 2000:

“Diversity in academic institutions is essential to teaching students the human relations and analytic skills they need to thrive and lead in the work environments of the twenty-first century. These skills include the abilities to work well with colleagues and subordinates from diverse backgrounds; to view issues from multiple perspectives; and to anticipate and respond with sensitivity to the needs and cultural differences of highly diverse customers, colleagues, employees, and global business partners.”

5. What are the possible challenges and barriers to achieving a desired state of structural diversity ?

The first question of this section, “*Who’s currently at PCS?*” describes who PCS is serving now in the domain of structural diversity. The other questions and their responses point to the ambiguities of who we are vs. who we “may” be, not only according to our governance, but as we look at what we may strive for, what we see that we need to change based on our understanding of all aspects of our governance, what stakeholders have to say, and what the literature says about the positive educational outcomes of diversity. This is a discernment process for the school, and the attached Plan offers actionable items as recommendations. We must reconcile who is at PCS, with what the charge of our school says we should be in this domain. This information and what we have learned in all of these domains of diversity, calls into question what we should do about these ambiguities.

b. Classroom Diversity

1. What does our governance say about classroom diversity?

The Mission, Charter, and Strategic Plan of Pacific Collegiate School emphasize the desire to introduce PCS students to a rich variety of world cultures, and to prepare them to become effective, caring, and thoughtful global citizens. PCS’ school accreditation (WASC) document statement reinforces this goal: “We believe that the 21st Century will present PCS graduates with special challenges. Increasing international and domestic exchange in culture, business, politics, education, and religion and between social classes will mark this century. We recognize that the variety of distinct domestic and international cultures, informed with differing values and histories, is not only a source of rich experience but also of potential confusion and relativity. We intend to educate PCS students about this reality, and also the reality that ethical principles underlie the rich variety of world cultures.”

The school’s Strategic Plan makes the following statement: “PCS is an environment in which students learn about, appreciate and are comfortable interacting on social and intellectual levels with people different from themselves, so that they can be engaged and empowered citizens of the world community.” The PCS Charter says,

“We believe that virtually all students are capable of taking and passing AP exams if the students are in a climate where that is expected of them, and they are given sufficient support to achieve this goal.” From the PCS Mission statement: “Pacific Collegiate School will emphasize international, cross-cultural, and technological education in order to prepare graduates for life in the 21st Century.” From these statements—as well as the PCS Belief Statement on Diversity and Outreach (2004)—and numerous others in our governing documents, it is clear that the founders had the vision of preparing our students for a world that is diverse and complex.

2. What do stakeholders say about classroom diversity?

The responses from the PCS Town Hall/E-mail Responses, as well as Student Surveys indicate a high level of satisfaction in terms of the diversity themes presented within the classroom curriculum. Stakeholder groups noted the abilities of many faculty members to communicate multiple perspectives, offer foreign language courses that stress cultural context, and employ diverse teaching strategies. Some students indicated they had enjoyed the experience of different languages, cultures, and viewpoints from the greater ethnic and racial diversity in their primary schools than they have now in their secondary school environment at PCS. A number of students also commented about the benefits of having teachers from different ethnic backgrounds. Faculty Survey responses show a wide variety of course content that offers meaningful content on diversity themes and observed that some subject material lends itself more naturally to themes of cross cultural and international study than others. There was agreement that the community service component extends students’ awareness of other cultures outside of PCS.

In terms of a desired state of diversity, areas where stakeholders said there was room for improvement in this domain included: increasing awareness and meeting the needs of different levels of academic preparedness and abilities; developing more classes in areas such as civics, current events, philosophy, comparative religions, ethnic studies; creating more emphasis on the “whole” person,” not only the AP student; honoring different learning styles; developing more assemblies and a place on campus that have postings on diversity events; developing a more diverse student, faculty, and staff population to provide a richer learning experience for all students both in and out of the classroom environment; and creating a more open and accepting environment for diverse opinions and backgrounds. Nearly all stakeholder groups commented on the racial slang heard outside, and sometimes inside of, the classroom.

3. What does the literature and research say about classroom diversity?

How do we prepare our students for a world that is diverse and complex? As the previous section and literature review indicates, the pre-condition for success in this area is the reality of a diverse population, with students, staff, and faculty included.

Our teachers at PCS offer our students profound learning opportunities. It is in the classroom that teachers endeavor to compensate for the effects of inequity such that

all students can realize their potential for learning. Realizing students' full potential is an explicit goal of our Mission and the Strategic Plan.

When a school's faculty has an awareness of equity issues and are resourceful in their approach, they can build upon students' life experiences, skills and strength to help prepare them for success in an increasingly multicultural society. According to a report from the Northwest Regional Education Laboratories (NWRL) on equitable practices for public charter schools,²

“The educator’s charge is to develop teaching strategies that give each student the opportunity to overcome disadvantages and participate fully in the learning process.”

This NWRL report mentions key equity issues including: access (computer time, creating learning groups that are diverse, social and academic supports); instructional materials (bias-free, include past and present viewpoints, and world views from non-European sources); attitudes (e.g., when unintentional low performance expectations can result in low performance); language (e.g., not identifying people by race or ethnic group unless it is relevant, e.g., while one does not usually describe an individual as White, the same rule should apply to all groups; using terms such as “culturally disadvantaged” implies that the dominant culture is superior; using “girls” to refer to adult women.) As our school community becomes ever more attentive to the issues of equity both inside and outside the classroom, we increase our abilities to provide an environment that is welcome and supportive to all students.

²Source: “Equitable Practices” Northwest Regional Education Laboratories

Throughout this document we emphasize that diversity offers positive educational outcomes for all students. In addition to those mentioned in the previous domain of structural diversity, and the many benefits the American Council on Education states in the introduction to this report, the current literature makes explicit what some of those educational benefits are. Every statement that is made is supported by research from premier educational institutions in the country.

- *“A curriculum that exposes students to knowledge about race and ethnicity acquired through the curriculum and classroom environment and to interactions with peers from diverse racial and ethnic backgrounds in the informal (school) environment will foster a learning environment that supports active thinking and intellectual engagement.”*
- *Students educated in diverse institutions will be more motivated and better able to participate in an increasingly heterogeneous and complex society. (Gurin)*
- *“Community and democratic citizenship are strengthened when (students) understand and experience social connections with those outside of their often parochial ‘autobiographies,’ and when they experience the way their lives are necessarily shaped by others”³*

³Source: *Democratic Education in an Age of Difference*, Richard Guarasci and Grant Cornwell (1997) (quoted in Gurin study)

The literature states that having a meaningful number of diverse members in a school community (students, faculty, staff, Board) such that the minority group is not too small relative to the majority group is critical. This feature is significant in order to achieve maximum benefit from the positive educational outcomes just described. The following statements demonstrate this as well and sources of research are directly cited.

Diversity enables students to perceive differences both within groups and between groups and is the primary reason why significant numbers of students of various groups are needed in the classroom. The worst consequence of the lack of diversity arises when a minority student is a token in a classroom. In such situations, the solo or token minority individual is often given undue attention, visibility, and distinctiveness, which can lead to greater stereotyping by majority group members (Kanter, 1977). These effects of the solo or token situation are well-documented in the research literature (Lord & Saenz, 1985; Mellor, 1996; Sekaquaptewa & Thompson, 2002; Spangler, Gordon, & Pipkin, 1978; Thompson & Sekaquaptewa, 2002; Yoder, 1994). Research shows that individuals become more aware of within-group variability when the minority group is not too small relative to the majority group (Mullen & Hu, 1989; Mullen & Johnson, 1993), and that individuals have more complex views of members of other groups when relative group size is not greatly imbalanced (Mullen, Rozell, & Johnson, 2000).

A personal viewpoint from a PCS parent that is relevant to this research:

“The lack of diversity in socio-economic and racial ranges at PCS has quantifiable negative effects. Our kids are being deprived by not being exposed to the largest sub-culture (Latino) in our city, county, state and country. That does affect school culture, allowing for stereotyping. When you have an integrated school, actual interpersonal relationship and first-hand knowledge replaces stereotypes, rumor and supposition. It is really great to have races, ability levels and socioeconomic groups mixed together.”

And from a PCS student:

“On the schoolyard, there is very little diversity and as you draw farther away from other races, I’ve noticed people become more racist than you would be knowing actual people of another ethnicity, social class, etc. (when they) are near.”

4. What are the possible challenges and barriers to achieving a desired state of classroom diversity?

There are multiple facets to the domain of classroom diversity. It is noteworthy in the most positive sense that there is a high level of satisfaction with the curricular content of many classes at PCS, especially those that lend themselves naturally to diverse cultural themes. The other features of the literature on what is meant by “classroom

diversity”—in terms of equity and access issues and students learning from other students in a richly diverse environment in terms of both student and faculty representation—clearly increases the complexity of this particular diversity domain. It is obvious that each multi-dimensional domain we have examined is inextricably linked to the others. While we may be able to support the faculty to continue to do what they are doing—and much more—in the classroom in terms of rich curriculum content, we may be more challenged, as a school community, to address the other aspects of this domain.

c. Campus Culture:

1. What does our governance say about campus culture?

Our Charter emphasizes the positive learning outcomes of a small school community along with “high expectations for all students in terms of workload, behavior, and educational results. Drawing the best from every student takes immense effort from the teachers, the parents and the students, but the results are well worth the effort.”

“PCS will hire staff who respect all students. Students will be expected to treat each other fairly and respectfully. We will use our international emphasis sensitively to raise topics affecting racial and ethnic balance within the context of academic inquiry.”

The Strategic Plan, a document that is also a synthesis of stakeholder input in a year long process, has specifically addressed issues of campus culture at PCS:

“The pride our students feel in their diverse community, school culture, campus, and personal accomplishments strengthens them to welcome the challenges and complexities of our greater world.”

“PCS students are part of a close-knit, safe, and nurturing small-school community that values all students. Students develop leadership abilities within this community that later translate into leadership in adult life.”

“A diverse group of teachers, administrators, staff, and parents bring skill, dedication, and expertise to their daily work.”

“PCS fosters an environment that is based on respect and accountability.”

2. What do our stakeholders say about campus culture?

The definition of “campus culture” is informed by the term from the U of M study: “Informal interactional diversity involves both the frequency and the quality of inter-group interactions as keys to meaningful diversity experiences among students. Although informal interactions with diverse peers can occur in many school contexts, the majority of them occur outside of the classroom. These interactions may include

informal discussions, daily interactions in between classes, campus events, and social activities.” For the purposes of our this report and plan, we have used the term “campus culture” to convey the quality of interactions between students, as well as the general tone of the school climate at PCS.

Many participants from the PCS Town Hall felt there was generally a culture of tolerance within the student body. The observation that there is an atmosphere where education is valued and “It’s cool to be smart”—as well as small class size—were considered variables that contribute to a more accepting environment. Comments also addressed the possibility that the environment is more accepting because there is less exposure to ethnic, racial, educational (college/non-college educated parents) and socio-economic diversity than other public school environments in the county.

Additional areas of focus or concern expressed by stakeholders in this venue include: securing and maintaining adequate support resources to maintain existing diversity; organizing community service opportunities around diversity; promoting diversity through food, arts, performances (e.g., the Cesar Chavez play), and presentations; creating safe spaces for gay students and teachers, and the need to build relationships with other schools.

Many student comments in the Student Survey reinforced their observation in the Campus Culture section that the population is mostly White and that they would like to see more diverse representation on their campus with both students and faculty. Most comments suggested that students feel there is generally an open minded attitude towards other lifestyles and cultures, though a few stated this was not their own experience.

Students’ experience of diversity was often mentioned in their attendance at assemblies and participation in clubs, such as the “Club India and the Chinese Club.” One student noted that “people tend to hang out with people that have similar interests...it’s not race driven at all.” Another student said that people “hang out in certain cliques that are not very culturally diverse and certain cultures tend to hang together.”

Once again, readers are encouraged to read the Student Survey responses from the 7th-12th grade students in Spanish I and II. Each diversity domain has approximately seven full pages of responses from 109 students. See Appendix 11.

3. What does the literature say about campus culture?

The conclusion that the racial diversity of a campus operates *through* students’ experiences is powerfully supported by the research reported throughout Gurin’s U of M Study. It is also supported by a developing body of research on diversity that demonstrates the significant impact of interactions with diverse peers (Chang, 1999; Hurtado, 2001; Pascarella et al., 1996).

The researchers conclude:

“If it were true that increasing the number of minority students on a campus must by itself be sufficient for achieving desired educational outcomes, then having good buildings, high faculty salaries, and good libraries would all be sufficient to ensure a good education. No one with the responsibility for educating students would make such an argument, precisely because the nature of educational activities and the extent to which the students make use of these resources are crucial for achieving an excellent education. Thus, a diverse student body is clearly a resource and a necessary condition for engagement with diverse peers that permits higher education to achieve its educational goals.”

The Cal Poly Statement of Diversity says:

“Only through intellectual and first-hand personal exposure to diversity in its myriad forms—racial, ethnic, cultural, gender, geographic, socio-economic, etc.—will students gain the understanding, empathy and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal....Our commitment to diversity signals an affirmation of the highest educational goals...including mutual respect, civility, and engaged learning.”

Harvard University, the Harvard Project on School Desegregation, Special Report: Equity and Excellence in Education, 30(2), Gary Orfield,

“Most students have lived in segregated communities before coming to college. This segregated pre-college educational background means that many students, White and minority alike, enter college without experience with diverse peers...Genuine interaction goes far beyond mere contact and includes learning about difference in background, experience, and perspectives, as well as getting to know one another individually in an intimate enough way to discern common goals and personal qualities. In this kind of interaction—in and out of the classroom—diverse peers learn from each other.”

NW Regional Laboratories (Public Charter Schools) states:

“Interactions are perhaps the greatest influence on self-esteem, self-confidence, and motivation. Interactions with classmates, staff, and especially teachers can have a profound effect on a student’s enthusiasm and ability to learn.”

4. What are the possible challenges and barriers to achieving a desired state for the campus culture of PCS?

Though the challenges of this domain are large, with diligence they can be met with hope for achievement. The following goals in this area include: developing the structures and mechanisms for input such that our students can be primary architects and advisors on diversity planning and implementation; fully integrating our code of conduct into the PCS culture; creating more opportunities for learning about and experiencing culture and diversity outside the classroom; and ensuring that all PCS families have equal access and equal opportunities to participate and succeed on a campus that is safe, respectful, and welcoming.

IV. DIVERSITY STANDARDS

Role of Standards

After completing the Assessment Phase of its' work, the DTF established proposed Diversity Standards. The purpose of defining standards is to bridge best practice as described in a review of education literature with values and legal requirements expressed in the PCS Charter, and state and federal law.

A standard is a written expectation that establishes a baseline for meeting a specified level of performance. Usually standards are expressed as principles or expectations of practice, behavior, knowledge and desired outcomes. Standards need to be reasonable, attainable, and measurable. A standard by definition is dynamic and can be modified over time based on changes in demographics, educational needs, regulations, policies and mandates, and new evidence based practice.

Prior to the development of the evaluation plan, proposed diversity standards were reviewed and accepted by the PCS Board of Directors. The following standards are the foundational principles and values upon which all recommendations are made:

Standard One: Domain: Diversity Planning
Principle: Plans solidify a commitment and provide a road map to action.
Commitment: <ul style="list-style-type: none">Like all strategic initiatives undertaken by Pacific Collegiate School, the Diversity Plan shall be reviewed and integrated within PCS on an annual basis to assure support and enhancement of diversity within concrete timelines. The plan includes measures related to the standards in each of the following domains: Structural Diversity, Classroom Diversity, Campus Culture, and Accountability. These measures will be reflected in budget planning, strategic planning, staff development, enrollment, expansion plans and all current and future aspects of school development.

Standard Two: Domain: Structural Diversity

Principle: Students educated in schools with diverse populations are better able to develop the knowledge and skills necessary to succeed in an increasingly complex and competitive global society.

Commitments: All PCS outreach and recruitment practices and policies shall be:

- **Accessible:** PCS ensures that equal access to the school is available to all Santa Cruz County students and their families. PCS actively addresses existing barriers to access including but not limited to school location, transportation, enrollment policies, and family participation requirements. All outreach and recruitment efforts for faculty, staff, and board members are conducted in a way that clearly utilizes effective methods of reaching diverse candidates.
- **Culturally appropriate:** PCS ensures that all prospective students and their families receive information about PCS that is understandable, respectful, and provided in a manner compatible with their culture and language.

The PCS student body, faculty, staff and board of directors shall be:

- **Representative:**
The PCS student body is racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education. The PCS faculty, staff and board of directors are racially and ethnically representative of the Santa Cruz County population.

The PCS student body, faculty, staff and board of directors shall be:

- **Knowledgeable:** Training and development in the area of diversity will be provided for students, faculty, staff and board members.

Standard Three: Domain: Classroom Diversity and Academic Success

Principles:

- International and cross-cultural curriculum prepares graduates for life in the 21st century.
- All students can achieve academic success.

Commitments:

- All students are exposed to curriculum that integrates a knowledge and appreciation of diversity.

- Teachers receive support to integrate culturally appropriate materials within curriculum and across disciplines.
- Students participate in community service learning opportunities that promote social justice and civic responsibility.
- The development and delivery of curriculum supports diverse learning styles.
- Academic support services and resources are available to promote student success.
- All students receive the same high expectations and are challenged equally in terms of both academic effort and performance.

Standard Four: Domain: Campus Culture

Principles:

- Interactions between students have a strong influence on students' self-esteem, self-confidence, and motivation. Interactions with classmates, staff, and teachers have a profound effect on a student's enthusiasm and ability to learn.
- By respecting and celebrating diversity, all students have a broadened appreciation of self and others and can experience the benefits of diversity.

Commitment:

- Interactions between students, both on and off the school campus, honor differences in culture and socio-economic background.
- School policies that prohibit discrimination or bias are enforced in the classroom and in all school settings.
- Creative strategies are developed to ensure that all families and students feel welcomed, respected, and included in the life of the school community.
- The school community celebrates diverse cultural, religious, and national holidays and observances and emphasizes that all people have a culture to celebrate.

Standard Five: Domain: Accountability

Principle: Evaluation measures results and demonstrates accountability to successful implementation of the plan.

Commitments:

- PCS shall conduct an annual evaluation to track progress on implementation and results of its Diversity Plan.
- PCS shall collect and analyze data to inform decisions and to demonstrate progress toward successful implementation of its Diversity Plan.
- The PCS Board, Faculty and Staff are accountable for the successful implementation of the Diversity Plan.

V. THE FIVE YEAR DIVERSITY PLAN

After careful review and analysis of the PCS charter and other relevant law and education codes, stakeholder input, and best practices cited in an extensive literature review, the DTF developed broad-based five-year goals and comprehensive first year recommendations and action steps. A full copy of the plan can be found in Appendix 15.

As previously articulated in references to the University of Michigan Study (Gurin), the best educational outcomes are inextricably linked to success within and across the standard domains of structural diversity, classroom diversity and campus culture (interactional diversity).

The following is a summary of these recommendations organized by standards.

Diversity Planning

Strengthening PCS's commitment to diversity starts with its commitment to ongoing planning. Recommendations in this area focus on establishing an ongoing committee of representative stakeholders who ensure the successful implementation, modification, and evaluation of recommendations and actions outlined in the plan. It also underscores the importance of ensuring that diversity planning is integrated into other key planning efforts including strategic planning, academic planning, and budget and fund development.

Standard One: Diversity Planning	
<u>Five Year Goal(s)</u> School Year 2010/11	<u>First Year Goal</u> School Year 2006/07
1. Goals of the Five Year Plan are reviewed, modified as needed, and met by 2010.	1.A. Board and principal sign plan by September 15, 2006.
	1.B. Integrate diversity planning and oversight into other PCS strategic planning processes.
	1.C. Appoint Committee to oversee implementation and ongoing evaluation of Diversity Plan.

Structural Diversity

Students educated in schools with diverse populations are better able to develop the knowledge and skills necessary to succeed in an increasingly complex and competitive global society. This principle is embodied in our charter, reflected in

educational code, and reinforced in best practices modeled in some of the top performing educational institutions and businesses in the country. Diversifying the PCS population is also an explicit expectation of the County Board of Education as expressed in our recent charter renewal process.

The following recommendations outline a comprehensive strategy for improving outreach effort and addressing a variety of access issues that create barriers to prospective students and families. Enrollment preferences and their impact on student demographics are addressed, along with strategies for creating opportunities for students, faculty, staff, board members and families to enhance cultural competence and knowledge around diversity issues.

Standard Two: Structural Diversity	
<u>Five Year Goal(s)</u> School Year 2010/11	<u>First Year Goal</u> School Year 2006/07
<p>1. The lottery pool reflects the countywide demographic of college-seeking students. The PCS student body is racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1. Incremental year one targets are met for improving the percentage of applicants that are racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>
<p>2. The community has an accurate and positive understanding of PCS. PCS ensures that all prospective and existing students and their families receive information about PCS that is understandable, respectful and provided in a manner compatible with their language and culture.</p>	<p>2. Develop and recommend for adoption by the Board a strategic approach for outreach and public relations that integrates diversity as one of the core outcomes.</p>
<p>3. The PCS faculty, staff and board of directors, is more racially and ethnically representative of the Santa Cruz County Population</p>	<p>3. All PCS outreach, recruitment, and retention efforts for faculty, staff, and board members are conducted in a way that clearly utilizes effective methods of reaching diverse candidates, and results in more diverse applicant pools.</p>

Standard Two: Structural Diversity continued	
<u>Five Year Goal(s)</u> School Year 2010/11	<u>First Year Goal</u> School Year 2006/07
4. Enrollment policies and practices reflect the principles and commitments expressed in PCS' Diversity Standards.	4. A. Assess the legal feasibility of developing an additional enrollment preference program based on socio-economic and/or first generation college criteria. If feasible, develop two-year pilot program for consideration by the Board of Directors.
	4.B. Develop recommendations to mitigate the adverse impact of all enrollment preferences on the demographic composition of the PCS student population, includes admissions preferences for children of Board, faculty, staff and siblings.
5. Barriers to access created by site location, family expectations, transportation, and PCS' 7-12 structure, are actively addressed.	5. A. If PCS replication initiative is pursued, ensure that location considerations include impact on diversity as a key value. Incorporate impact on diversity as a key value in any preliminary analysis of upcoming lease renewal for current PCS site.
	5. B. Clarify and publicize the role of the family service commitment and the Annual Fund Drive (AFD).
	5.C. Transportation options for students adversely impacted by PCS location are developed.
	5.D. Research to assess the impact of changing schools twice in two years as an access barrier that impacts diversity at PCS.
	5.E. Address cultural barriers and practices that create access problems for current and prospective students and families.

Standard Two: Structural Diversity continued	
<u>Five Year Goal(s)</u> School Year 2010/11	<u>First Year Goal</u> School Year 2006/07
6. Students, faculty, staff, parents/guardians and board members are knowledgeable about diversity issues and have achieved a high level of cultural competency about diversity issues.	6.A. Secure agreement on a strategic approach that will institutionalize PCS commitment to enhancing cultural knowledge and competencies. Approach needs to identify necessary resource commitments.
	6.B. Cultural competency education begins on campus at all levels.

Classroom Diversity and Academic Success

The two underlying principles of this standard are that international and cross-cultural curriculum prepares graduates for life in the 21st century, and that all students can achieve academic success. Based on input from faculty and students, it is clear that PCS has much to be proud of in this arena with rich curriculum and current supports for academic success already in place.

The National Council for Accreditation of Teacher Education programs supports these principles as articulated by their emphasis on *Diversity* as one of the core standards used to evaluate the effectiveness of teacher preparation programs. The following are excerpts from their written standard on diversity:

One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.(Teacher) Candidates must learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students...

The following recommendations are aligned with the intent of this national standard for training effective teachers and build on current faculty leadership efforts and academic support services already in place at PCS. By creating opportunities for enhancing the cultural relevance of curriculum, improving understanding of and response to a diverse continuum of student learning styles, providing sufficient academic support services to ensure the success of all students, and developing models for effective and consistent academic advisory services, the DTF believes that the educational experience of all PCS students will be enriched.

Standard Three: Classroom Diversity and Academic Success	
<u>Five Year Goal(s)</u> School Year 2010/11	<u>First Year Goal</u> School Year 2006/07
1. PCS teachers, staff, board, parents, and students understand and fully appreciate the importance of diversity to students' intellectual as well as social and ethical development.	1. Review existing Diversity Belief Statement and ensure that it incorporates the value of diversity in the educational development of all students.
2. Curriculum content truly reflects stated goals of PCS mission: to emphasize international and cross-cultural education and to promote fundamental ethical principles of compassion, honesty, fairness, respect and generosity.	2. Review current curriculum content for international and cross-cultural content and purposeful inclusion of ethical issues in all classes.
3. Curriculum content supports goal to promote tolerance and cultural competency regarding ethnic, religious, gender, lifestyle and socio/economic differences in as well as beyond the PCS community.	3.A. Develop and maintain contacts with outside resources to enrich classroom activities and curriculum on differing cultures, socio-economic groups, and points of view. 3.B. Develop purposeful curriculum units in which students explore and share their own particular inherited identities, cultures and traditions. 3.C. Develop curriculum in which issues of justice across differing cultural, ethnic, socioeconomic, gender groups are explored. 3.D. Develop curriculum and activities in which balanced points of view on current, controversial issues are shared, investigated and analyzed.
4. PCS faculty are able to differentiate instructional styles and methods in order to reach students from different backgrounds who want to learn and are willing to put in the effort.	4.A. Teachers develop "idea bank" for methods to address students with diverse learning styles. 4.B. Establish baseline information about current practice and knowledge base. 4.C. Make recommendations on required training and optional trainings.
5. PCS provides effective support for English language learners.	5.A. Augment the number of regular classroom teachers who receive training in ESL instruction.

Standard Three: Classroom Diversity and Academic Success continued	
<u>Five Year Goal(s)</u> School Year 2010/11	<u>First Year Goal</u> School Year 2006/07
<p>6. PCS faculty, staff, students, families and other community members are able to provide the necessary support so that the following excerpt from the PCS vision statement is attainable:</p> <p>“...all students are capable of taking and passing AP exams if the students are in a climate where that is expected of them, and they are given sufficient support to achieve this goal”</p>	<p>6.A. Support services are developed and augmented to help students with diverse learning styles.</p> <p>6.B. Support services are developed to help families support their students’ learning.</p> <p>6.C. Develop literature for registration which clarifies PCS expectations regarding time commitment for students, homework help needed, access to computers etc.</p> <p>6.D. Survey families’ individual needs (transportation, after school care, quiet place for homework, support in English language learning for parents or students).</p>
<p>7. All students receive consistent academic advisory support from entrance to exit.</p>	<p>7. Culturally competent models for effective academic advisory services are studied. Important desired outcomes include continuity of advisor/student relationship, clarification on critical information to track and disseminate, and effective support for college preparation and application process</p>

Campus Culture

A core principle embodied in this standard is the relationship between an environment that fosters respectful interactions between students and fellow classmates, staff and teachers and the development of self-esteem, self-confidence, and motivation and enthusiasm for learning. These recommendations are designed to create more opportunities for learning about and experiencing culture and diversity outside the classroom, more fully integrate our code of conduct into the PCS culture, create structures for students to be primary architects and advisors on diversity planning and implementation, and ensure that all PCS families have equal access and equal opportunities to participate and succeed.

Standard Four: Campus Culture	
<u>Five Year Goal(s)</u> School Year 2010/11	<u>First Year Goal</u> School Year 2006/07
1. All students feel welcome, respected and safe on campus.	1.A. Create a more diverse range of scheduled cultural events, and provide hands on opportunities for students to experience diversity that are not necessarily community service activities.
1. All students feel welcome, respected and safe on campus.	1.B. Staff & faculty are knowledgeable and skilled at creating & maintaining environments that ensure respectful student interactions. 1.C. Identify and address concerns about harassment on campus.
2. Policies and student code of conduct are highly integrated and supported within the school culture.	2.A. All students, staff & faculty are educated regarding school code of conduct & policies 2.B. School defines and trains staff & students on a clear affirmative process for administration of policies with appropriate positive measures.
3. Creative, and supportive student groups exist: and clubs, activities, & community service that promote diversity are embraced and supported.	3.A. Encourage more student groups with diverse focus (foster cultural groups or a GSA).
4. Students are involved in all plans for diversity activities and receive academic or community service credit for doing so	4.A. Create clear process and mechanisms for soliciting student input and leadership on diversity planning. 4.B. Integrate a student academic component for supporting, planning and implementing diversity activities.
5. Ensure that all families & students have equal access and equal opportunities to participate and succeed.	5.A. Analyze arenas where PCS makes assumptions that all students and families have equal access, resources, and support to succeed.

Accountability

The standards of planning and accountability are the bookends of an institution's commitment to diversity and the academic success of all students. The former demands an ongoing, integrated and representative process for thoughtful and strategic planning. The latter necessitates a commensurate commitment to ongoing evaluation, accountability and sufficient investment of resources to ensure the successful implementation of the plan. The following recommendations speak to these key features of accountability:

Standard Five: Accountability	
<u>Five Year Goal(s)</u> School Year 2010/11	<u>First Year Goal</u> School Year 2006/07
1. Goals of the Five Year Plan are reviewed, modified as needed, and met by 2010.	1.A. Budget appropriate resources to support the full implementation of first year plan including full time position and training budget.
	1.B. Make recommendations for utilization, modification, and/or development of data management and evaluation systems necessary to effectively evaluate diversity plan goals.
	1.C. Ensure that appropriate teacher, staff, and board job descriptions and evaluation processes effectively address accountability to diversity plan goals.

Appendix 1

Diversity Statements from Colleges to which PCS students have received acceptances

St. John's College, Annapolis, MD

<http://www.sjcsf.edu/asp/main.aspx?page=1002>

St. John's College is a community dedicated to liberal education. Such education seeks to free men and women from the tyrannies of unexamined opinions and inherited prejudices. It also endeavors to enable them to make intelligent, free choices concerning the ends and means of both public and private life.

At St. John's, freedom is pursued mainly through thoughtful conversation about great books of the Western tradition. The books that are at the heart of learning at St. John's stand among the original sources of our intellectual tradition. They are timeless and timely; they not only illuminate the persisting questions of human existence, but also have great relevance to contemporary problems. They change our minds, move our hearts, and touch our spirits.

UCSC

<http://admissions.ucsc.edu/mission.html>

Admissions Mission Statement

The Office of Admissions at the University of California, Santa Cruz is dedicated to providing service to prospective, new, and continuing students pursuing an undergraduate education. Our mission, consistent with that of public higher education in California, is three-fold:

- To promote our campus and its programs to prospective students and their representatives, as well as the public at large;
- To admit and enroll students that reflect the values and commitment of the campus faculty and administration, and ensuring those students a smooth transition to the start of their academic career at UCSC; and
- To assist continuing students in the timely completion of their degrees.

In carrying out our mission, we incorporate the following:

- **A commitment to attracting, selecting, and enrolling highly qualified students of diverse interests, ethnicities, and socio-economic backgrounds;**
- Ensuring that we present accurate, honest, and clear information about the UCSC campus
- Sensitivity to our diverse clientele and others with whom we work;
- Maintaining open lines of communication with UCSC faculty, staff, students, and other constituents with whom we work;
- Integrity and cooperation in working with other campus units (such as Financial Aid, EOP, Registrars, Housing, etc.) with outside constituencies, and within our own operation;

➤ *More follows but not relevant*

St. Olaf

<http://www.stolaf.edu/about/>

Mission Statement

St. Olaf, a four-year college of the Evangelical Lutheran Church in America, provides an education committed to the liberal arts, rooted in the Christian gospel, and incorporating a global perspective. In the conviction that life is more than a livelihood, it focuses on what is ultimately worthwhile and fosters the development of the whole person in mind, body, and spirit.

Now in its second century, St. Olaf College remains dedicated to the high standards set by its Norwegian immigrant founders. In the spirit of free inquiry and free expression, it offers a distinctive environment that integrates teaching, scholarship, creative activity, and opportunities for encounter with the Christian Gospel and God's call to faith. The college intends that its graduates combine academic excellence and theological literacy with a commitment to lifelong learning.

St. Olaf College strives to be an inclusive community, **respecting those of differing backgrounds and beliefs**. Through its curriculum, campus life, and off-campus programs, it stimulates students' critical thinking and heightens their moral sensitivity; it encourages them to be seekers of truth, leading lives of unselfish service to others; and it challenges them to be responsible and knowledgeable citizens of the world.

<http://www.lawrence.edu/about/mission.shtml>

Lawrence University

Mission

Lawrence University of Wisconsin, through its undergraduate college and Conservatory of Music, educates men and women in the liberal arts and sciences. Committed to the development of intellect and talent, the acquisition of knowledge and understanding, and the cultivation of judgment and values, Lawrence prepares students for lives of service, achievement, leadership, and personal fulfillment.

Purposes

To enroll intellectually curious students who demonstrate an abiding desire to learn and the will to join a community of scholars and artists in the vigorous pursuit of knowledge.

To attract, support, and sustain a faculty of active scholars and artists devoted to the intellectual life and to the teaching of undergraduates.

To attract and retain administrative and support personnel who will effectively promote the educational purposes and values of the university.

To seek diversity within the university community as a means to enrich teaching and learning and to promote tolerance and understanding.

To maintain an intellectual environment that: encourages excellence in teaching and scholarship; encourages dialogue and close collaboration between students and faculty; encourages an active search for knowledge and understanding; fosters the critical examination of values, ideas, and actions; supports open and free inquiry; develops aesthetic appreciation; encourages responsible commitment; challenges individuals to surpass their previous achievements, to seek new opportunities, and to explore new areas; promotes an enduring enthusiasm for learning; develops a sense of responsibilities inherent in intellectual endeavors and social relationships; and informs and inspires student residential life.

More follows but not relevant

Colgate University, New York

<http://www.colgate.edu/DesktopDefault1.aspx?tabid=491&pgID=1000>

Colgate's mission is to provide a demanding, expansive educational experience to a select group of diverse, talented, intellectually sophisticated students who are capable of challenging themselves, their peers, and their teachers in a setting that brings together living and learning. The purpose of the university is to develop wise, thoughtful, critical thinkers and perceptive leaders by encouraging young men and women to fulfill their potential through residence in a community that values all forms of intellectual rigor and respects the complexity of human understanding. — *From the mission statement approved by Colgate's Board of Trustees*

UC Berkeley

<http://universityofcalifornia.edu/aboutuc/mission.html>

The University's fundamental missions are teaching, research and public service.

We teach - educating students at all levels, from undergraduate to the most advanced graduate level. Undergraduate programs are available to all eligible California high-school graduates and community college transfer students who wish to attend the University of California.

Instructional programs at the undergraduate level transmit knowledge and skills to students. At the graduate level, students experience with their instructors the processes of developing and testing new hypotheses and fresh interpretations of knowledge. Education for professional careers, grounded in understanding of relevant sciences, literature and research methods, provides individuals with the tools to continue intellectual development over a lifetime and to contribute to the needs of a changing society.

Through our academic programs, UC helps create an educated workforce that keeps the California economy competitive. And, through University Extension, with a half-million enrollments annually, UC provides continuing education for Californians to improve their job skills and enhance the quality of their lives.

We do research - by some of the world's best researchers and brightest students in hundreds of disciplines at its campuses, national laboratories, medical centers and other research facilities around the state. UC provides a unique environment in which leading scholars and promising students strive together to expand fundamental knowledge of human nature, society, and the natural world. Its basic research programs yield a multitude of benefits for California: billions of tax dollars, economic growth through the creation of new products, technologies, jobs, companies and even new industries, agricultural productivity, advances in health care, improvements in the quality of life. UC's research has been vital in the establishment of the Internet and the semiconductor, software and biotechnology industries in California, making substantial economic and social contributions.

We provide public service, which dates back to UC's origins as a land grant institution in the 1860s. Today, through its public service programs and industry partnerships, UC disseminates research results and translates scientific discoveries into practical knowledge and technological innovations that benefit California and the nation.

UC's agricultural extension programs serve hundreds of thousands of Californians in every county in the state.

Open to all Californians, UC's libraries, museums, performing arts spaces, gardens and science centers are valuable public resources and community gathering places.

The University's active involvement in public-school partnerships and professional development institutes help strengthen the expertise of teachers and the academic achievement of students in communities throughout California.

American Musical and Dramatic Academy, Hollywood, ca

<http://www.amda.edu/pages.cfm?page=intro>

For over 40 years, AMDA has excelled in its mission to train promising artists toward success in the extraordinary world of the performing arts.

Talented students from across the country and around the world choose AMDA because of its challenging, performance-based curriculum. They come to train with a premier faculty comprising accomplished actors, directors, choreographers, dancers and designers who inspire and work with students on an individual basis.

The conservatory training is rigorous, the environment is supportive, and the outcomes are notable. AMDA has a distinguished record of training students for careers in the performing arts.

To build and sustain a career in the performing arts requires commitment, inspiration, and talent. Talent is properly directed and focused by training. AMDA's training is eclectic, based on the principle that students should learn and master the varied approaches and techniques that are actually used in the profession.

Developing craft, technique, style, confidence, and professionalism is key to future growth and achievement as a performer. AMDA is proud of its many graduates who are performing on Broadway, Off-Broadway, in television, film, national tours, and regional theater. Careers begin at AMDA.

AMDA now has two campuses. Click for more information on [AMDA New York](#) or [AMDA Los Angeles](#).

The AMDA community is richly diverse. Students from all 50 states and numerous countries such as Austria, Brazil, Denmark, France, Germany, Japan, Mexico, and Switzerland are selected to train at AMDA each year. They come to AMDA with a shared passion to excel and a common aspiration to become the foremost artists of this generation.

At AMDA students have a unique opportunity to enjoy the extraordinary advantages of training in New York City or Los Angeles while, at the same time, gaining the benefits of AMDA's supportive academic and artistic community. The faculty and staff at AMDA are committed to facilitating a challenging and fulfilling experience for every student in an environment that wholly supports students aspiring toward excellence.

AMDA offers conservatory training. The courses are performance based. The approach is practical rather than academic. All of the coursework relates exclusively to the artistic and professional development of students. The curriculum is designed for students to learn and master the varied approaches and techniques that are utilized in the profession. The training is eclectic. The classroom is a laboratory in which students are encouraged to explore and gain mastery of varying methods and processes in a focused environment.

American Academy of Dramatic Arts

<http://www.aada.org/html/academy/mission.html>

The Academy's Mission

Founded in 1884, the American Academy of Dramatic Arts is the first conservatory for actors in the English-speaking world. Since then, its purpose has remained constant: To provide students with the tools needed to make acting their profession.

We select our students from varied backgrounds and from all around the globe.

Diversity, which gives our students exposure to many cultures, enriches the depth of the actor's work. Selectivity, which continues throughout our program, yields a pool of students who nourish each other's growth.

Our training program is unique, based upon the long tradition of the Academy and embracing modern methods that promote discipline and self-discovery, along with the development of technique. Our faculty consists of working professionals and master teachers. They lead students to deeply felt, psychologically true and physically realized performances. To support this process, students receive constant feedback from faculty who consult collaboratively on their progress.

The goal of the Academy is to prepare students for acting careers in theatre, television and film. Our purpose is to provide a practical, post-secondary education that emphasizes the skills needed by an actor in today's competitive environment.

CSU

<http://www.calstate.edu/PA/info/mission.shtml>

The Mission of the California State University

I. The mission of the California State University is:

To advance and extend knowledge, learning, and culture, especially throughout California.

To provide opportunities for individuals to develop intellectually, personally, and professionally.

To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.

To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.

To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.

To prepare students for an international, multi-cultural society.

To provide public services that enrich the university and its communities.

II. To accomplish its mission over time and under changing conditions, the California State University:

Emphasizes quality in instruction.

Provides an environment in which scholarship, research, creative, artistic, and professional activity are valued and supported.

Stresses the importance of the liberal arts and sciences as the indispensable foundation of the baccalaureate degree.

Requires of its bachelor's degree graduates breadth of understanding, depth of knowledge, and the acquisition of such skills as will allow them to be responsible citizens in a democracy.

Requires of its advanced degree and credential recipients a depth of knowledge, completeness of understanding, and appreciation of excellence that enables them to contribute continuously to the advancement of their fields and professions.

Seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers to assist them in advancing to the highest educational levels they can reach.

Works in partnership with other California educational institutions to maximize educational opportunities for students.

Serves communities as educational, public service, cultural, and artistic centers in ways appropriate to individual campus locations and emphases.

Encourages campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength.

Recognizes and values the distinctive history, culture, and mission of each campus.

Promotes an understanding and appreciation of the peoples, natural environment, cultures, economies, and diversity of the world.

Encourages free scholarly inquiry and protects the University as a forum for the discussion and critical examination of ideas, findings, and conclusions.

Offers degree programs in academic and applied areas that are responsive to the needs of the citizens of this state and provides for regular review of the nature and extent of these programs.

Offers or proposes to offer instruction at the doctoral level jointly with the University of California and with private institutions of postsecondary education, or independently in the field of education where the need is clearly demonstrated.

Willamette University – Oregon

<http://www.willamette.edu/mission.htm>

Mission Statement

Willamette University is an independent, nonsectarian institution of higher learning founded in 1842, which educates men and women in the liberal arts and in selected professional fields. The University's mission now extends far beyond from the Oregon Territory and the Pacific Northwest to encompass the larger world beyond. In its pursuits, Willamette University:

- **cherishes the dignity and worth of all individuals, and strives to reflect the diversity of our world;**
- encourages close relationships among faculty, students, and staff to enhance learning and foster community;
- provides a lively and challenging education in a small university setting where teaching and learning are strengthened by ongoing scholarship and research;
- embraces a commitment to service and leadership in our various communities and professions;
- honors its historic roots in The United Methodist Church and values the ethical and spiritual dimension of education;
- believes that education is a lifelong process of discovery, delight, and growth, the hallmark of a humane life.

Scripps College

<http://www.scrippscol.edu/dept/about/history.html#mission> Mission Statement

The mission of Scripps College is to educate women to develop their intellect and talents through active participation in a community of scholars, so that as graduates they may contribute to society through public and private lives of leadership, service, integrity, and creativity

Additional Statement:

<http://www.scrippscol.edu/dept/about/plan/diversity.html>

Diversity

As the world becomes more closely connected across geographical and political divisions, differences become more apparent. We must develop Scripps women capable of bridging those differences through experiences that prepare them to teach and learn across all types of differences, and to create at the College a unified, vibrant community. The faculty, staff, and Board of Trustees of the College should reflect the types of diversity found in the student body and larger society. **The College strongly reaffirms its goal of seeking to increase diversity in all aspects of academic and campus life and among all members of the community.** Through the Principles of Community the College encourages the fullest expression of opinion, and requires mutual respect and civility as a means to reach this goal.

Chapman University

The mission of Chapman University is to provide a personalized education of distinction that leads to inquiring, ethical and productive lives as global citizens.

<http://www.chapman.edu/about/mission.asp>

Values Statement

Chapman University is a learning community dedicated to the following core values that define the university's character and help guide the actions of its members:

- * Value the dignity of every person by treating people with civility and respect;
- * Act with integrity and accept personal responsibility for our actions;
- * Live a life of services to others;
- * Undertake the search for truth and meaning through critical thinking and the never-ending pursuit of knowledge and creative expression;
- * Engage in and promote an atmosphere of open and honest communication with others;
- * Seek a just and caring community that embraces a diversity of ideas and experiences.

MIT

The mission of MIT is to advance knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century.

<http://web.mit.edu/aboutmit/>

Cornell

Cornell is a learning community that seeks to serve society by educating the leaders of tomorrow and extending the frontiers of knowledge.

Open Doors, Open Hearts, and Open Minds

Cornell's Statement on Diversity and Inclusiveness

Open Doors

"I would found an institution where any person can find instruction in any study." This statement, made by Ezra Cornell in 1865, proclaims Cornell University's enduring commitment to inclusion and opportunity, which is rooted in the shared democratic values envisioned by its founders. **We honor this legacy of diversity and inclusion and welcome all individuals, including those from groups that have been historically marginalized and previously excluded from equal access to opportunity.**

Open Hearts

Cornell's mission is to foster personal discovery and growth, nurture scholarship and creativity across a broad range of common knowledge, and affirm the value to individuals and society of the cultivation of the human mind and spirit. Our legacy is reflected in the diverse composition of our community, the breadth of our curriculum, the strength of our public service, and the depth of our commitment to freedom, equity, and reason. Each member of the Cornell community has a responsibility to honor this

legacy and to support a more diverse and inclusive campus in which to work, study, teach, research, and serve.

Open Minds

Free expression is essential to this mission, and provocative ideas lawfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Cornell stands for civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. Cornell is committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts, and opens minds.

Adopted by the Employee Assembly and the University Assembly, December 1, 1999; the Student Assembly, December 3, 1999; the Faculty Senate, December 8, 1999, and the Graduate and Professional Student Assembly, January 24, 2000.

<http://www.cornell.edu/diversity/>

NYU

No Specific mission statement online..... but ...

From its founding in 1831, academic excellence has been the hallmark of New York University, one of the foremost research and teaching universities in the United States. NYU offers its students an exceptional curriculum and dynamic learning and mentoring experiences with an award-winning, professionally renowned faculty.

Recognizing that each applicant offers a unique combination of achievement and potential, we carefully consider your entire application—academic and extracurricular records, essay, letters of recommendation, and standardized test scores. We actively seek students who have a variety of interests, talents, and goals. **We also look for a class that is diverse geographically, socially, racially, and economically.**

<http://admissions.nyu.edu/before/>

Macalester College

Statement of Purpose and Belief

At Macalester College we believe that education is a fundamentally transforming experience. As a community of learners, the possibilities for this personal, social, and intellectual transformation extend to us all. We affirm the importance of the intellectual growth of the students, staff and faculty through individual and collaborative endeavor. We believe that this can best be achieved through an environment that values the diverse cultures of our world and recognizes our responsibility to provide a supportive and respectful environment for students, staff and faculty of all cultures and backgrounds.

<http://www.macalester.edu/about/purpose.html>

To be true to Macalester's stated purpose "to prepare people to become intellectually vital and productive citizen-leaders in a world that includes a multiplicity of cultures, perspectives, and needs," **it is imperative that members of Macalester demonstrate a commitment to multiculturalism by approaching the work of the college with intention, inclusion, and integrity.**

<http://www.macalester.edu/multiculturalism/>

Pomona College

The College Small classes, top-notch facilities and distinguished professors who work closely with students are key elements of a Pomona education. Established in 1887, Pomona College is widely regarded as one of the premier liberal arts colleges in America.

The college is located in Claremont, California, a charming town 35 miles east of Los Angeles. Pomona is the founding member of The Claremont Colleges, a consortium of seven independent institutions blending the intimate atmosphere of small colleges with the academic and social resources of a university. Famous beaches, ski resorts and Los Angeles' many cultural offerings all are within easy driving distance of the campus.

<http://www.pomona.edu/Welcome/AboutPomona/FactsAndFigures.shtml>

In a voluntary self-report, 6% of all current Pomona students identified themselves as African American, 13% as Asian American, 7% as Latino American, and 1% as Native American. About 2% are foreign students. Approximately 86% of entering freshmen receive degrees from Pomona within four years.

Hawaii – Pacific University

“Hawai'i Pacific University is an international learning community set in the rich cultural context of Hawai'i. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.”

MISSION

We, the trustees, the administration, the faculty, and staff, of Hawai'i Pacific University, are committed to offering our students a rigorous higher education experience with an emphasis on the development of learning skills in the context of a broad based multicultural liberal arts education, as preparation for professional careers in a global community. It is based on humanitarianism, freedom of inquiry and expression, and the fundamental principles of free economic systems and democratic values and institutions. **Our humanitarian focus acknowledges Hawaii's role as an international model for the way that the world's people can live, work, and learn in an environment rich in racial and cultural diversity. Therefore, while our tradition is primarily Western, we recognize and embrace the diversity and richness of other cultures and traditions.**

We believe in the opportunities and operations of the free economic system and provide extensive career development services— including a cooperative education program— that prepares students to become productive and concerned members of society.

We believe, furthermore, that freedom of choice and the principle of due process guaranteed by a constitutional form of government are indispensable world. It follows that responsibility for one's actions and to the community, both locally and internationally, are fundamental concomitants of freedom. In an atmosphere of free intellectual inquiry, we seek to provide for our students an understanding of contemporary civilization in light of our history and our continuing progress in a scientific and technological age. We believe that an educated person must be introduced to the diverse perspectives that a general education program and rich liberal arts program can offer. We also believe our students should attain competence in at least one specialized area of study. Thus, we recognize the importance of a liberal arts foundation to rigorous study and preparation for the professions.

In order to benefit fully from their education, students must communicate effectively in speaking, in writing, and through interpersonal relationships. We hope that by learning these skills, our students will become leaders in the arts, in business, in the professions, and in service to the community. We also seek to imbue students with a deep love, respect, and quest for learning that will continue throughout their lives. We further hope that they will use that knowledge to live resourceful, moral, and rewarding lives.

http://web1.hpu.edu/images/HPU_Catalog01-03.pdf

Humboldt State

Learning to make a difference is a core value at Humboldt State University, and service learning, civic engagement, and social responsibility are incorporated into many of our courses. We also strongly **endorse diversity in its many facets, and strive to reflect it in our academic and employment policies and practices**

Loyola-New Orleans

Loyola University New Orleans, a Jesuit and Catholic institution of higher education, **welcomes students of diverse backgrounds** and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by Ignatius of Loyola's vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.

Approved by Loyola University New Orleans Board of

<http://www.loyno.edu/welcome/mission.html>

As enunciated in Goals of Loyola and elaborated in the Loyola Character and Commitment Statement, the mission of Loyola University is to provide a rigorous education grounded in values for an academically **able student body selected from diverse geographic, ethnic, and economic backgrounds**. While reaffirming its commitment to the educational needs of the citizens of New Orleans and of Louisiana, Loyola will continue to seek students from throughout the region, the nation, and the world.

<http://www.loyno.edu/welcome/purpose.html>

Tulane University

Mission Statement

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn, and to act and lead with integrity and wisdom.

Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, **cultural and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the** unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

<http://www.tulane.edu/%7Estrplan/mission.shtml>

Olin – College of Engineering

Mission

Olin College prepares future leaders through an innovative engineering education that bridges science and technology, enterprise, and society. Skilled in independent learning and the art of design, our graduates will seek opportunities and take initiative to make a positive difference in the world.

Commitment to Academic Quality and Diversity

Students shall be recruited on the basis of their academic merit, as determined by their scholastic records and appropriate test results, and other relevant achievements. However, from among the students who qualify on this basis, the College shall endeavor to **develop as diverse a student community as is possible**. Diversity of many kinds is desirable. Race, gender, creed, religion, ethnicity, economic background, home location, particular skills, talents and experiences, are but a few that are important for achieving a diverse and vital student community. Quality and diversity also shall be sought with respect to the College's faculty and administrative employees. Because current pedagogy makes a low student/faculty ratio an important contributing factor for achieving academic quality, the College will maintain a low student/faculty ratio of about ten to one unless changes in pedagogy through technological developments or other improvements in education are developed which justify departing from this standard

<http://www.olin.edu//about%5Folin/docs/founding%5Fprecepts.asp>

Cal Poly – SLB

As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities, local, state, national, and international, with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines in the United States and abroad.

Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly is committed to providing an environment where all share in the common responsibility to **safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community**.

<http://www.assessment.calpoly.edu/over/strategic/CPVISIONMission.htm>

THE CAL POLY STATEMENT ON DIVERSITY*

At the heart of a university is the responsibility to provide its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a statement from the American Association of University Professors (AAUP), "the argument for the necessity of diversity is perhaps stronger in higher education than in any other context . . . The ultimate product of universities is education in the broadest sense, including preparation for life in the working world." In this regard, it is in the compelling interest of Cal Poly, the State and the nation to provide our students with an education that is rich with a diversity of people, ideas, perspectives and experiences.

Thus, diversity serves as a fundamental means to enhance both the quality and value of education. It cannot be a mere adjunct to such an education, but must be an integral element of the educational experience, infused throughout the community (faculty, students, and staff), the curriculum and the co-curricular programs of the University. We must be dedicated to the principle of ensuring that all of our students routinely encounter diverse people, ideas, and experiences.

As a University whose motto is "to learn by doing," Cal Poly explicitly understands the importance that experience brings to education. When students are exposed personally and directly to faculty, staff and other students from diverse backgrounds, their stereotypes about "the others" are challenged. Such personal interactions give students an understanding of the range of similarities and differences within and among groups that no textbook or computer can provide. For this reason, both the formal and informal classroom (i.e., the rich learning experiences that occur for our students during their co-curricular activities) must be constituted in a way that reinforces the value of encountering and considering diversity.

Moreover, diversity in the curriculum is a fundamental component of a well-rounded and beneficial education. The perspectives provided by the University are contingent upon the content and purpose of its courses. Since the curriculum is the principal expression of our educational goals and values, it should signal the importance of diversity to the Cal Poly mission, to the institutional culture and to our teaching and learning environment in clear and unambiguous terms.

Only through intellectual and first-hand personal exposure to diversity in its myriad forms--racial, ethnic, cultural, gender, geographic, socio-economic, etc.--will students gain the understanding, empathy and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal. Cal Poly's commitment to diversity signals an affirmation of the highest educational goals of this University, including mutual respect, civility, and engaged learning.

*The definition of diversity is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability and sexual orientation.

<http://www.academics.calpoly.edu/diversity/udec/documents/DivStmfindrft.pdf>

Evergreen State

MISSION STATEMENT

The Evergreen State College is a public, liberal arts college serving Washington state. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, humanities, social sciences, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles that underlie the development of all college programs and services.

<http://www.evergreen.edu/policies/board1.htm>

Diversity at Evergreen

Your experiences will be enhanced and your life will be enriched because we are committed to diversity and to learning in a multicultural world. The community of faculty, staff and students work together to ensure an environment that **embraces differences, fosters tolerance and understanding, and celebrates a commitment to cultural, ethnic and racial awareness. Diversity at Evergreen goes even further to include gender, class and lifestyle differences.**

<http://www.evergreen.edu/admissions/diversity.htm>

Bryn Mawr

MISSION STATEMENT

Bryn Mawr College Mission Statement

Approved December 1998

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal arts curriculum for women and in coeducational graduate programs in arts and sciences and social work and social research. **Bryn Mawr seeks to sustain a community diverse in**

nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

Since its founding in 1885, the College has maintained its character as a small residential community which fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and their social community. Our active ties to Swarthmore College and the University of Pennsylvania, and the proximity of the city of Philadelphia further extend the opportunities available at Bryn Mawr.

Living and working together in a community based on mutual respect, personal integrity and the standards of a social and academic Honor Code, each generation of students experiments with creating and sustaining a self-governing society within the College. The academic and co-curricular experiences fostered by Bryn Mawr, both on campus and in the College's wider setting, encourage students to be responsible citizens who provide service to and leadership for an increasingly interdependent world.

Oberlin

Statement of Goals and Objectives for Oberlin College

Oberlin College, an independent coeducational institution, holds a distinguished place among American colleges and universities. Oberlin was the first college to grant undergraduate degrees to women and historically was a leader in the educating of African Americans; its heritage is one of respect for the individual and active concern for the larger society. The College uniquely combines an outstanding professional school of music with a leading undergraduate college of arts and sciences. The two divisions reinforce each other. The Conservatory provides flexible programs to prepare students as professional musicians and teachers of music. Deeply committed to academic excellence, the College of Arts and Sciences offers a rich and balanced curriculum in the humanities, social sciences, and natural sciences. Within that framework the College expects that students will work closely with the faculty to design an educational program appropriate to their own particular interests, needs, and long-term goals.

Oberlin seeks a diverse and promising student body. Recognizing that diversity broadens perspectives, Oberlin is dedicated to recruiting a culturally, economically, geographically, and racially diverse group of students. Interaction with others of widely different backgrounds and experiences fosters the effective, concerned participation in the larger society so characteristic of Oberlin graduates. Oberlin seeks students who are talented, highly motivated, personally mature, and tolerant of divergent views. The Conservatory of Music in particular seeks talented musicians with considerable potential for further growth and development. Performance is central to all of the curricula including music education, history, theory, composition, and technology.

Oberlin's faculty is dedicated to combining effective undergraduate instruction with productive scholarship and artistry. Members of the faculty are highly skilled and professional, well-grounded in their chosen discipline; yet they characteristically have interests that extend beyond their own specialization. The College seeks to recognize and encourage teaching of unusually high caliber, and scholarly and other creative activities are considered essential to continued teaching excellence. Thus, active research, scholarship, artistry, and/or performance is expected of each faculty member.

Oberlin College enjoys an exceptional physical plant including libraries, art museum, computing center, scientific laboratories, physical education facilities, concert halls, and practice rooms. Creating an environment in which academic excellence can flourish, these attractive physical resources are important to realizing the aims of the College.

For its students, the aims of Oberlin College are:
to equip them with skills of creative thought, technique, and critical analysis which will enable them to use knowledge effectively;

to acquaint them with the growing scope and substance of human thought;

to provide for their intensive training in the discipline of a chosen area of knowledge;

to ready them for advanced study and work beyond the college years;

to foster their understanding of the creative process and to develop their appreciation of creative, original work;

to expand their social awareness, social responsibility, and capacity for moral judgment so as to prepare them for intelligent and useful response to the present and future demands of society;

to facilitate their social and emotional development;

to encourage their physical and mental well-being; and

to cultivate in them the aspiration for continued intellectual growth throughout their lives.

—Adopted by the General Faculty November 15, 1977

Princeton University

In the course of its review, the Committee members found it useful to restate Princeton's central purposes (mission statement), which they describe as follows:

- Princeton University strives to be both one of the leading research universities and the most outstanding undergraduate college in the world. As a research university, it seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding, and in the education of graduate students. At the same time, Princeton aims to be distinctive among research universities in its commitment to undergraduate teaching. It seeks to provide its students with academic, extracurricular and other resources -- **in a residential community committed to diversity in its student body, faculty and staff -- that will permit them to attain the highest possible level of achievement in undergraduate education and prepare them for positions of leadership and lives of service in many fields of human endeavor.** Through the scholarship, research and teaching of its faculty, and the many contributions to society of its alumni, Princeton seeks to fulfill its informal motto: "Princeton in the Nation's Service and in the Service of All Nations."

School	Diversity in Mission Statement	Separate Diversity Statement	Weak Diversity Statement	No Diversity Statement Located
St John's College				x
UCSC		x		
St. Olaf College	x			
Lawrence University		x		
Colgate University				x
UC Berkeley		x		
UC Riverside		x		
Amer. Musical & Dramatic Academy	x			
Amer. Academy of Dramatic Arts	x			
CSU San Jose	x			
CSU Monterey Bay	x			
UC Santa Barbara		x		
UC Davis		x		
UC Irvine		x		
Willamette	x			
Scripps College		x		
Chapman University				x
MIT				x
Cornell University		x		
New York University			x	
Macalester College		x		
Pomona College				x
Hawaii- Pacific Univ.		x		
Humbolt State	x			
Loyola – New Orleans		x		
Tulane University	x			
Olin- College of Engineering		x		
Cal Poly, SLB	x			
Evergreen State		x		
Yale University		x		
Stanford		x		
Oberlin	x			
Swarthmore		x		
Princeton	x			
George Washington				x
Boston College			x	
Grinnel		x		
Bryn Mawr	x			
Wellsley		x		
Page 13	College Diversity Statements	08/03/06		
TOTAL :	12	19	2	6

Appendix 2

PCS Belief Statement regarding Diversity Education and Outreach

Adopted by the Pacific Collegiate School Board in November 2004

PCS Diversity will be achieved by creating and maintaining an environment that addresses the needs of and encourages, welcomes and celebrates different family compositions, sexual orientations, ethnic, racial, cultural and socio-economic groups and by recruiting into the PCS community (Staff, Students, Parents, Board members) individuals who represent different/diverse ethnic, racial, cultural, economic, and family compositions, so that all members of the PCS community can be knowledgeable about and comfortable interacting on social and intellectual levels with people different than themselves.

Appendix 3

CA Education Code 47605 (b) (5) (G) – PCS Charter

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Appendix 4

Mission and Vision:

Pacific Collegiate School Charter for 2006-2011 and PCS Strategic Plan

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

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

Appendix 5

DTF Stakeholder Group Representation and List of Representatives

The process for selecting representatives for the Diversity Task Force was implemented in the following manner:

Parent Representation:

A school-wide e-mail was distributed to inquire of interest in participation in the Diversity Task Force as a parent representative. An outline of expectations and the time commitment was described in the announcement. With assistance from PVA Coordinators who represent this stakeholder group, parents were selected from differing backgrounds with respect to gender, ethnicity; new to the school vs. familiar with school; and representing children in different grades and family backgrounds.

Student Representation:

The Student Body President was asked to participate as a representative. She made inquiry into other students who desired participation. In all, three students have participated on the Diversity Task Force. The Student Body President, Vice-President, and a Sophomore student.

Community Representation:

Utilizing the Board and previous Board members as referral sources, in addition to suggestions from the Principal and faculty, community members were actively sought and recruited by the DTF Coordinator. Two to three community members have participated actively over the course of the year.

Faculty/Staff Representation:

With the assistance of the Principal, faculty and staff were made aware of the opportunity to serve on the DTF. Four members from these stakeholder groups came forward and have actively participated on the DTF.

Official letters of invitation were sent to each representative and signed by Tom Brown, Pacific Collegiate School Board President. The first meeting of the Diversity Task Force and all of its stakeholder representatives took place on September 22nd, 2005.

Note: Additional parents from the PCS community as well as community members have attended DTF meetings and provided their input at DTF meetings.

(see below)

**Stakeholder Representatives on the
DIVERSITY TASK FORCE
Pacific Collegiate School
September 2005**

Community Representatives:

Manuel Bersamin
Ellen Timberlake
Pamela Perry
Deepika Shrestha Ross

Parent Representatives:

Cynthia Druley
Nandini Bhattacharya

Student Representatives:

Ezra Berger
Tanu Ramanujam
Delphine Whittaker (to join DTF after December, 2005)

Faculty Representatives:

Connie Tchir
Barbara Ellen Logan

Faculty/Staff Representative:

Singne Coe

Staff Representative:

Joan Duafala

Principal:

Andrew Goldenkranz

Diversity Task Force Coordinator:

Lauren Mari-Navarro

Diversity Task Force Consultant:

Evelyn Hengeveld-Bidmon (thru December, 2005)

**Pacific Collegiate School
Diversity Task Force Proposed Workplan**

Appendix 6

DTF Work Plan

	Step in Process:	Why Do It?	How Will It Be Done?	What is the Product or Decision?	By Whom?	By When?
I.	Identify and Convene Stakeholders	Ensure representative involvement of key PCS Stakeholder groups.	<ol style="list-style-type: none"> 1. Seek Board of Directors approval for the creation of a Diversity Task Force that will develop a proposed PCS Diversity Plan. 2. Identify stakeholder groups (students, parents, faculty, staff, & community members). 3. Work through appropriate forums to solicit prospective Task Force Members 4. Notify selected Task Force representatives by a letter of invitation from the Board President. 5. Dedicate appropriate resources to support the work of the Task Force. 6. Convene a kick off Task Force Meeting 	Board Approval Representative Group Selected Members Notification Task Force Staff Support Initial Meeting	Diversity Co-Chairs Diversity Co-Chair Diversity Co-Chair Board Chair Diversity Co-Chair Diversity Co-Chair	6/05 7/05 – 8/05 7/05 – 8/05 8/05 8/05 9/22/05
II.	Establish Task Force Agreements	Clarify what we're doing and why. Ensure maximum involvement and support for creating a PCS Diversity Plan	<ol style="list-style-type: none"> 1. Review Board's directive. 2. Review proposed Task Force Work Plan, making changes or adjustments as necessary. Endorse taking amended Work Plan to Board of Directors for final approval. 3. Define various Task Force roles and responsibilities . Decide when and how to seek input from larger stakeholder groups on a regular basis. 4. Discuss and agree on meeting and decision making protocols. 5. Review proposed meeting schedule and agenda for October Task Force meeting. 	Shared agreement on process, roles and responsibilities	Task Force	9/22/05
III.	Update Stakeholders Board of Directors	Inform Board and seek approval of proposed work plan.	<ol style="list-style-type: none"> 1. Present recommendation to Board of Directors to approve proposed Work Plan which will culminate in a 5 year Strategic PCS Diversity plan 	Board of Director approval for Work Plan	Diversity Co-Chair	10/5/05

**Pacific Collegiate School
Diversity Task Force Proposed Workplan**

	Step in Process:	Why Do It?	How Will It Be Done?	What is the Product or Decision?	By Whom?	By When?
VI.	Establish Approach & Guiding Principles	To establish agreement regarding Diversity Plan development.	<ol style="list-style-type: none"> 1. Review and approve methodology for Diversity Plan development 2. Establish guiding diversity principles/standards that PCS wants to achieve in 5 years. 	<p>Methodology and approach approved</p> <p>Standards developed</p>	Task Force	04/06
VII.	<p>Update Stakeholders</p> <p>Board of Directors</p> <p>Other Stakeholders</p>	<p>Update Board on assessment results, approach to Diversity Plan development and next steps</p> <p>Keep PCS stakeholders informed</p>	<ol style="list-style-type: none"> 1. Board presentation and written summary document. 2. Task Force representatives determine appropriate protocols for feedback to stakeholders. 	<p>Board of Director Presentation and Summary document</p> <p>Summary document</p>	<p>Diversity Co-Chair and/or Task Force Rep</p> <p>Task Force Members</p>	04//06
VIII.	Develop 5 year Diversity Plan	To create a shared understanding of "diversity" at PCS in 5 years	<ol style="list-style-type: none"> 1. Inventory and review existing approaches, strategies, resources, best practices and assess how they support identified PCS diversity principles/standards. Process should utilize assessment results from Step V, best practices from College Prep High Schools, diversity experts, internet searches etc. 2. Develop and prioritize proposed strategies to support each identified diversity standard/principle. Assess proposed strategies against key criteria like legal mandates, PCS mission/charter, fiscal constraints and opportunities etc. 3. Discuss 5 year plan premise vs. year one goals 4. Agree on format for 5 year and 1 year Diversity plan 5. Update Stakeholders & obtain feedback 	<p>Assessment Incorporated</p> <p>Review of Best Practices</p> <p>Proposed Strategies</p> <p>Agreement on long vs. short term goals</p> <p>Format agreement</p> <p>Stakeholder</p>	Task Force Members	01/06-06/06?

**Pacific Collegiate School
Diversity Task Force Proposed Workplan**

	Step in Process:	Why Do It?	How Will It Be Done?	What is the Product or Decision?	By Whom?	By When?
			6. Write draft Diversity Plan 7. Deliver proposed 5 Year Diversity Plan to Board of Directors for approval. 8. Identify appropriate stakeholders/champions responsible for implementation of each strategy.	feedback Draft Diversity Plan Created Approved Plan by Board of Directors Agreement on Implementation next steps		

Appendix 7

Definitions of Diversity-related Terms*

Barriers to Access

Barriers to Access are internal or external obstacles to a student applying to, fully participating in, and graduating from PCS. Internal obstacles at PCS might include lack of programmatic and counseling support, the existing lottery preferences, outreach, the expectation of family service and monetary support and the existing culture of the school. Examples of external barriers might be social, socioeconomic, geographic, parent-educational level, lack of parent support, language, culture, and lack of transportation.

Culture

A specific set of social, educational, religious and professional behaviors, practices and values that individuals learn and adhere to while participating in or out of groups with which they usually interact.

Cultural Competence

A set of skills, knowledge, behaviors, attitudes, and policies that come together within a school to enable students, faculty, and staff to work effectively cross-culturally.

Diversity

Diversity refers to qualities and conditions that are different from our own and outside the group to which we belong, yet are present in other individuals and groups. Primary dimensions of diversity are the following: age, ethnicity, gender, physical abilities/qualities, race and sexual orientation. Secondary dimensions are those that can potentially be changed, and include, but are not limited to: educational background, geographic location, socio-economic status, marital status, parental status, religious beliefs, and work experiences.

Diversity Plan

A diversity plan is one of many tools that support the PCS mission and strategic plan. The plan focuses on long term sustainable change and includes short term actions to create momentum. To succeed the plan requires the input of all PCS stakeholders, the investment of appropriate resources, and a commitment to accountability and measurable objectives. The plan outlines desired measurable outcomes and clear steps for achieving them and also requires regular ongoing reevaluation.

Equal Access / Equity

Having the same privileges, status, rights and opportunity to apply, enroll, fully participate in, and graduate from PCS. Access goes beyond the opportunity to enter. It includes completion of program and successful preparation for entrance to college.

Ethnicity

A quality assigned to a specific group of people historically connected by a common national origin or language. Ethnic classification is used for identification rather than differentiation.

First generation College

First generation college students are those students for whom neither parent completed a 4-year degree.

Minority

Those who are not part of the dominant culture, regardless of numerical representation.

Race

A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance, ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time.

Retention

To retain is, for our purposes, to serve and help graduate all PCS students.

Student Support Services

New or existing PCS programs that remove barriers to access and increase student retention and graduation for all PCS students.

Sources:

Diversity Task Force Definitions Ad Hoc Committee, internet searches, to include schools and four year universities such as UC Santa Cruz, UC Berkeley, UCLA, and CSUMB. Additional references to Charter and input from DTF Town Hall 2/22/06.

***Definitions adopted for use by the Diversity Task Force as it develops a diversity plan for Pacific Collegiate School.**

Appendix 8

Summary of Stakeholder Events

The following summarizes information about the format of these events and the groups that were represented at these opportunities for input.

Stakeholder Events: Format & Composition:

1. PCS Town Hall:

The PCS Town Hall was held February 22nd, 2006. This event was widely publicized in all venues. 164 parents, students, board members, faculty and community members attended this event. Participants attended a 15 minute presentation by the Principal, followed by meeting in nine groups of approximately 15-20 individuals to address the diversity queries. After the groups met, all participants had an opportunity to go from room to room on a “gallery walk” to see other groups’ responses. Participants then re-gathered at the end of the evening for a very brief summary from each of the nine groups. There were 66 parents, 54 students, 4 Staff, 2 Faculty, 8 Board members, 13 community members, 9 facilitators and 9 scribes. The facilitators and scribes were made up of staff, board, students, parents, community and DTF members who occupied the roles of facilitating and recording comments. Each facilitator and scribe attended an orientation and training session prior to the Town Hall and given materials on process and facilitation.

Appendix 9, PCS Town Hall Summary

2. E-mail Distribution of and Response to the Queries from the PCS Town Hall Meeting;

A school-wide e-mail (and U.S.P.S. mail for those not on e-mail) requesting input on the Town Hall queries on the current and desired state of diversity at PCS was delivered via the school’s main distribution list and a special e-mail account was established for individuals to respond anonymously. The input was primarily from parents, though some parents indicated they had consulted with other family members in writing their responses. (See Appendix for a Summary of Anonymous Responses to the Diversity Queries via E-Mail/USPS mail distribution.)

Appendix 10, School-wide E-mail Response

3. Faculty Survey

Faculty representatives on the DTF solicited input from PCS Faculty using the same queries as above. Over a dozen faculty members filled out the survey. Comments in this survey had particular emphasis on what Faculty currently offer in terms of diversity curriculum that is natural to their course material. For other courses the diversity theme is less a part of their course content, though it was noted that issues of race/ethnicity/gender/economic status can arise in every classroom no matter the topic.

Appendix 11, Faculty Survey

4. Student Survey from students 7th-12th grade in Spanish I and II courses

At the initiation of some PCS students after the Town Hall event, students responded to the diversity queries above as a class exercise. 109 students filled out the questionnaire and their responses fill 32 single spaced pages. The breakdown was as follows:

Grade 12 – 3	Grade 10 – 16	Grade 8 – 34
Grade 11 – 7	Grade 9 – 31	Grade 7 – 18

Students were invited to comment on any aspect of the question and their responses were not edited beyond simple spelling in few cases. The Spanish teacher notes:

“They wanted to be heard and I wanted them to be exactly who they are without undue influence. Beyond the order of the questions on the sheet, they were neither categorized by response nor grouped and abbreviated into a generic response capturing commonality. They were asked to leave no identifying markers on their sheets beyond that of their grade.”

Appendix 12, Grades 7-12, Spanish I/ II Students’ Survey Responses

5. Community Stakeholder Input Session at the County Office of Education

A Community Stakeholder event was held at the County Office of Education on May 11th, 2006. The following issues were discussed: Challenges regarding recruitment and outreach, structural challenges, and enrollment policies. Those present included representatives of the COE, SC Seaside Company, the Community Action Board, the Santa Cruz Community Counseling Center, the Watsonville Digital Bridge Academy at Cabrillo, and Access Unlimited (A Diversity Consultancy).

See Appendix 13, Community Input Meeting

Appendix 9

PCS Diversity Town Hall – 2006

The Classroom Experience

Current State

- PCS has a diverse faculty in terms of ethnicity, age and gender
- PCS teachers are well-educated, passionate and inclined to offer a world-view
- We have a diverse curriculum; studies include a focus on U.S. and international cultures; teachers use multiple source materials
- We communicate multiple perspectives in history; our foreign language courses stress culture; choices in literature reflect varied cultural perspectives
- Teachers support and nurture creative learning and they employ diverse teaching strategies
- PCS provides ample academic support: teacher office hours, tutoring, resource teacher
- Our support for new students is unique
- We have excellent extracurricular activities
- PCS highlights other cultures through special events, lectures, celebrations
- Community service extends students' awareness of other cultures outside PCS
- Small class size supports teachers ability to teach different levels, ethnicities, capabilities among students
- Students of different religions, backgrounds, ethnicities are accepted
- PCS promotes a traditional "white male" curriculum lacking a broader perspective
- History and English courses need to "reach out more"
- PCS is white and middle class
- Are we open to issues around sexual orientation?
- PCS students have had more exposure to diverse populations in primary grades, before coming to PCS
- We should be more open to different levels of academic preparedness and abilities

Desired State

- We need to look more like the Community
- Introduce a focused diversity class (either required or elective)
- *Many* comments on the need for classes such as civics, current events, philosophy, psychology, comparative religion, ethnic studies (particularly for the upper grades)
- Emphasize the "whole person" – not just the AP student; honor different learning styles; consider alternatives to AP classes and allow students to take more courses off-campus
- A more diverse student population will provide richer learning experiences
- Do not lose the college-prep focus
- Ensure faculty is as diverse as possible
- Have a place on campus with displays or other materials and postings about diversity issues, events
- More assemblies and field trips with a diversity focus
- Include discussions of gender/sex in the classroom
- Establish an "exchange studies" program
- Create a more welcoming physical environment
- Promote less memorization and more analytical thinking
- Keep class sizes small so as to support individualized teaching (but not too small so that there are less perspectives present)

- Some said they'd rather clone PCS than make it bigger, others said a larger high school would promote diversity

Family Involvement

Current State

Participation/volunteering efforts and school involvement:

- How much families work relates to their ability to volunteer/be involved. Difficult for families to work full time *and* offer 40 hours of annual service. Does parent involvement of 40 hours a year make PCS less attractive to some? Every family is different; what works for one may not work well for another.
- Some people may want to give more money than time, but this is not an option for everyone. Non-working parents can offer more of their time to the school.
- Parents should make the sacrifice of volunteering the 40 hours: It's a choice, it's do-able, builds relationships between the school and families, and sets a great example for all members of the family. Parent involvement is a key to the school's success and sets a good example.
- Some parents may be too involved; others are not involved enough.
- Grade level parents help with diversity through activities of inclusion of all students.

Accessibility:

- The greater geographic distance families travel to and from the school can make attendance, participation and school involvement challenging.
- A negative view of the school as "elitist" discourages some people from wanting to attend. Don't see the school as accessible or inviting.
- Preferential enrollment for children of board members leaves fewer slots for others. View that Board consists only of people with extensive resumes and does not encourage a broad range of backgrounds in its members regarding educational, socioeconomic, and professional background.
- There may be a perception that the monetary donation is not voluntary. How to change that perception to increase socioeconomic diversity and accessibility?

Desired State

Themes include innovations in ideas and programs related to diversity.

- Families themselves can be a key lever to increasing diversity/awareness at the school. Parents can use their networking to work for diversity, tapping the resources of parents and community members they know. Target our outreach to invite more students into the school. Establish support networks for parents; a "buddy" system to help with transportation, studying, etc.
- Can we offer creative solutions to work with our differences?
- Keep families informed about diversity activities. Offer more timely communication about diversity events. Create a resource binder of activities families can refer to.
- Create opportunities for inter-family activities that do not discriminate economically/culturally, etc.: family forums, school-wide events.
- Offer "scholarship" hours or waivers for parents who are struggling with parent time commitment. How can we become sensitive to difficulties with volunteer time and donations?
- Invite parents from diverse backgrounds to come and speak with students in classrooms, at lunch, or after school.

Campus Culture

Current State

- Many participants feel that there is a general culture of tolerance within the PCS student body. People are accepted for who they are and the environment is safe and non-threatening. Small class size, and a high value on education—*It's cool to be smart here*—were cited as variables that contribute to an open and accepting environment.
- It was also noted in several groups that students are not exposed to enough racial or cultural diversity at PCS. Some groups expressed concern that the PCS culture is very accepting because there's not a lot of diversity, and that the student body is missing out on the richness of other cultures.
- Several comments were made about the challenges associated with *diversity* that are not visible: *Ethnicity is hard to judge at times; Some gay/bisexual kids are worried; Some parents don't feel welcome and their opinions are not valued.*
- All groups seem to agree that opportunities to participate in clubs, events, and extra-curricular activities that celebrate diversity are important, and exist at PCS. One group noted that the Community Service requirement provides an opportunity for students to gain more exposure to diversity; however it needs more clarification and support to be successful.

Desired State

- Several groups commented that issues of diversity need to be imbedded into the overall campus culture. Examples included organizing community service opportunities around diversity, receiving support from teachers for diversity related activities, starting language institutes, promoting political diversity, sponsoring regular food, arts, performances, and presentations that focus on diversity, creating safe spaces for gay students and teachers, and building relationships with other schools.
- Some felt like the campus culture of a small, safe campus is important and that what we have now is working while others expressed a desire to meet the growing demand for PCS by expanding the school or opening a new campus. There was also varying opinions expressed about the pros and cons of maintaining the grade 7-12 structure. Some felt that more interaction between grades is needed; others stated that limiting middle school and high school interaction was important.
- Securing and maintaining adequate support resources to support existing diversity were mentioned by several groups. Examples include increasing resources for a changing student body, utilizing peer counselors and parent skills to promote a culture of tolerance, and developing structures for conflict resolution.

"Who's at PCS"

Current State

- Participants across all groups described the student body as largely white. While some participants pointed out that the student body is not exclusively white (noting the student body includes Middle Eastern, European and Asian students among others), others commented that there are many ways to define diversity other than ethnicity. There were several specific comments about the low number of Latino and African-American students. The groups also identified current PCS students in the following ways:
 - AP-track students who match Santa Cruz County AP demographics
 - Students whose parents have a high level of education (and whose parents are able to support them academically)
 - Students whose parents want a safe, small school environment
 - Students (and parents) looking for academic rigor
 - While some students are at PCS because their parents want them to be, the student body is – by and large – creative, motivated and not afraid of hard work and academic challenges
 - Students who are largely tolerant of each other, and who have created a culture of acceptance, where it's OK to be smart and 'different'
 - Students from the Westside and downtown drawn to the Westside location
- Many groups commented that student demographics are impacted by the preferential admissions of children of board members, faculty/staff and families with siblings. Many saw this as a negative impact that limits the diversity of the student pool; other comments were neutral.
- Finally, there seemed to be a shared view that the student body is changing (and has changed over the past seven years). The perception is this shift is already leading to increased diversity – in learning style, in demographics, in all areas.

Desired State

- Most groups explicitly stated a desire for increased diversity at PCS – particularly ethnically and culturally. Further, the groups identified these areas (and these steps) for increasing diversity:
 - Increase diversity in learning style, ethnically, socio-economically, in all areas
 - Retain the college prep focus while working toward increasing diversity
 - Welcome parents without advanced degrees
 - Increase diversity on the board and staff; eliminate board preferential admissions
 - Step up outreach efforts – in a major way -- to diverse populations and make it widely known that anyone can enter the lottery
 - Consider establishing 'first generation' lottery set-asides to help increase diversity
 - Consider a different location for the school– possibly the Eastside or Watsonville
 - Add a sports program – and promote the sports program we do have
 - Improve the community service program and use it as a bridge to make more people more aware of PCS as a viable option for their family.

Appendix 10

Comments from Town Hall Queries: Individual Responses to E-mail/USPS mail distribution

The following are comments from individuals (23) who responded to the school-wide e-mail (and U.S.P.S. mail for those not on e-mail) requesting input on the Town Hall queries on the current and desired state of diversity at PCS. The input is primarily from parents, though some parents indicated they had consulted with other family members and solicited their input as well.

A number of the e-mail comments submitted were also addressed in the four one page summaries (also attached) from the February Town Hall meeting attended by 164 individuals (parents, students, faculty, staff, board, and community members) and *therefore were not repeated below*. These e-mail comments were not evidenced in an obvious way in the Town Hall summaries and thus are included below within categories similar to those at the Town Hall.

Note: A document with additional student commentary, initiated by the students, is available in the front office to read.

Who's at PCS?

(Comments regarding the lottery, changes in admissions procedures, demographics, outreach and attracting diversity per our Charter's legal requirements)

- Targeting "College Pioneers" is legal but what does the county (COE, Chartering agency) say about changes to the blind lottery? Can we legitimately offer slots at this school to ANY group, no matter how they are defined, and still be consistent with the county's definition of a blind lottery as described in Charter?
- I would not support any type of quota that would force PCS to have a population reflective of county population.
- You cannot skew or remove the lottery just to appear "fair." Expend more energy in publicizing the lottery in advance and publicize how "fair" (lottery) really is. Need to engineer our own publicity. The lottery is a precedent that has been set for PCS; let's improve access and publicity for this truly blind procedure.
- Along with skilled recruitment and outreach, the lottery can work and there can be a more varied group of people informed about PCS. Once informed that their participation, culture and presence is desired and welcome, Latino parents and kids will appreciate the option to choose a family-friendly, small-sized, competitive, academics-based school with little emphasis on sports, little bullying, no gang issues, and low problems in general. The things that attracted (our family) to PCS are the same things that will attract many Latino families.
- I think we need another PCS since so many aren't able to attend. The lottery should ensure diversity and does. Even kids whose families can't afford private school can come here. The high standard of education does eliminate some children who are not interested in working so hard, but our focus needs to remain on high standards. For example, this isn't a school for kids who are more interested in sports than education.
- I do believe that PCS should continue to do outreach throughout the County in an effort to locate those potential students and their families who have interest in participating in the PCS mission. If interest could be generated in the South County community, then

PCS should offer to help replicate our very successful model in that area. I also believe that given the more "diverse" population in this area of the County that there might be some very real interest from local philanthropic resources in providing the seed money to get such an undertaking off the ground.

- Send PCS reps to elementary and middle schools in South County to make presentations to principals, staff, and students. Ask principals and teachers to identify the most gifted and/ or motivated students, then seek out those kids' parents and make presentations to them.
- It is important that we remember that PCS is a public school, not a private school for the academically gifted. Provisions need to be made to meet the needs of the community and not all parents are going to be happy about it.
- No matter what a family's cultural background and/or economic status, if they want to sign on for the ride of the PCS mission/charter, then that will be OK assuming funds can be secured somehow by PCS if some families don't pay "the going rate" in dollars and volunteer time.
- Demographics Comments:

Students: Not a big statistical mix of races, but a smattering of diverse ethnic backgrounds.

Teachers: Even less of a mix than students.

Staff: Office-all white, Janitorial: I do not know, Venders: I do not know,

Board: some diversity of gender in traditional board roles, i.e. a male secretary, soon to be a female president, some ethnic diversity of board members or board member's spouse or children. All in all, not a very diverse Board, Support Staff and Teaching Staff.

Students: More Hispanic kids would make us look more like the Santa Cruz Community. But how do we achieve this? I would support devoting enrollment slots for Hispanic students.

Teachers/Staff: Recruit more diverse staff when there are positions open.

Board: I believe the board recruitment process is well done.

- I have always wondered if the data regarding ethnic diversity at PCS can be relied on, given that the surrounding student population is very large, and the population at PCS is, in comparison, very small. It may turn out that the PCS population is too small to generate reliable statistics.
- The best way to bring in more diversity to the school is to give the school more advertisement...through the incoming 7th graders. Let every sixth grader in the county know about the lottery at PCS. This can be achieved by giving out fliers to students through their schools. That will eliminate the "did not get chance" scenario. Then it is up to those students and their parents to make the decision about PCS.
- From family discussion about the sibling policy in the lottery process, sometimes PCS is the best school fit available for a younger sibling (from the parents' view) although the younger sibling may not fit the PCS mission too well. PCS may be appropriate for one sibling, but not for another.
- We have support for special needs kids, this allows for diversity in a way that is not ethnic or racial.

Classroom environment:

- A diverse classroom environment would be one where teachers teach to the many learning modalities that students use: auditory, visual and kinesthetic.
- I have heard some students using racist language...I believe the racist attitude is a function of the non-diverse atmosphere in which PCS kids spend 7 hours a day five days a week.

- I am somewhat concerned that at least in some of the classrooms that PCS is teaching to the AP tests with the accompanying rapid covering of large amounts of material and the drudgery of rote memorization, and not promoting more diverse approaches to learning such as critical thinking, analyses, and discussion. I do not want PCS to turn into a test machine, and lose the richness of opinion and learning present in engaging classroom interactions.
- PCS needs to initiate a small but meaningful PRACTICAL WORK CURRICULUM, and this is part of the DIVERSITY issue. "College prep" curriculum at PCS does not provide practical skills to offer our students who need to work during high school and college. We are a public school, and we DO have quite a few students who will have to work during college. (Because of the high costs, even upper middle class kids now have to take jobs to make ends meet.) A semester Basic Accounting class would be excellent, as there are many entry level book-keeping jobs available. We should also teach semester QuickBooks and Excel. Excel is used in Science and Business. This is all just by way of saying we should make sure not to de-value other (diverse) types of education and schooling so our kids can get good interim jobs.

Campus/School Culture:

- Have visiting instructors, speakers, dance and theatre troupes, musical programs to enhance our students' awareness of others. One of the most impressive projects I have witnessed at PCS was the Cesar Chavez play and the visit to the campus by his sister and the discussion that followed the performance
- The lack of diversity in socio-economic and racial ranges at PCS has quantifiable negative effects. Our kids are being deprived by not being exposed to the largest sub-culture (Latino) in our city, county, state and country. That does affect school culture, allowing for stereotyping. When you have an integrated school, actual interpersonal relationship and first-hand knowledge replaces stereotypes, rumor and supposition. It is really great to have races, ability levels and socioeconomic groups mixed together.

Family Involvement:

- Invite parents, grandparents, siblings, family friends, etc. as guest lecturers to classes.

Public Relations:

- Don't understand how people in the community "tear it (PCS) to pieces" rather than feel proud of its accomplishments.
- I can't help but think that PCS's increasing impetus on "diversity" is not driven by many recent, slightly negative (they appear almost jealous) articles appearing in the newspaper lately.

Appendix 11

Faculty Responses to Diversity Survey

The following survey was handed out during a faculty meeting with the understanding that any responses would be need to be returned in a short period of time. The number of responses was thus affected. A more thorough evaluation will need to take place that ensures that all faculty have the opportunity to evaluate and suggest improvements and support that may be desired in this area. Faculty had the choice to answer all or part of the survey as they saw fit. It was understood that certain subjects naturally lend themselves to diversity topics, whereas others would find them difficult to integrate throughout the year. No changes have been made to their comments with the exception of correcting typographical errors and the combination of responses that were repeated with very similar wording.

A. Current Status:

1. *Specific Responses:*

Arts Rotation

- We watch and discuss the six part PBS series on the history of the American Music. This includes much information about how immigration and our “American Melting Pot” influenced history, how African Americans, jazz, etc. had an influence. This series is very clear about how they were treated, who was willing or not willing to take a stand for change. For some of the students this is their first exposure to racism at work in society. They see how talent was treated like dirt.
- The biggest thing here is exposure to various cultures through music and language. This year the choirs have sung music in the following languages: French, Spanish, German, Russian, Slavonic, Chinese, Korean, Swahili, Hebrew and Latin.
- One song we are singing deals with famine. American folk tradition and songs from Appalachia are also included.
- This year we have a Barbershop Quartet coming in.
- Finally, the exposure to cultures and nature of the choir classes, really lend themselves to discussions that may not easily occur in other environments. I try to take advantage of every instance to discuss our place in a much bigger world and bring some of that world to them.

English

7th Grade

- The main thing that comes to mind for me in my English 7 class is that I organize the course around a series of essential themes in the format of questions that run through all of the texts I teach [short stories, novels, poetry, speeches, articles, primary documents, etc.]; specifically, the overarching question for the 7th grade American Literature course is: What does it mean to be “American”?
- We begin the year by reading books about teenagers immigrating to the States and struggling to assimilate; when we read Tom Sawyer, we talk about social hierarchy and the displacement of those who don’t fit the “norms.” We also discuss the plight of migrant workers and the developmentally disabled during the Depression when we read Steinbeck. When we read To Kill a Mockingbird, we do an entire unit on the Jim Crow South, the Civil Rights movement, the Ku Klux Klan, etc., and the focus is on underlying fear and snap judgments that are at the core of prejudice and racism.
- Currently we are doing literature circles and we’re reading The House on Mango Street [Cisneros] and Farewell to Manzanar [Wakatsuki Houston] and students are in discussion groups around themes of intolerance, prejudice, racism, social position, gender stereotypes, displacement, assimilation, and immigration [especially in light of the current protests, etc.].
- Basically, the whole course asks students to look at the nature of America [and American voices] as vast and complex and to try and be compassionate towards those from various cultures, socioeconomic situations, etc.

8th Grade

- For Black History Month I included a one day unit on Zora Neale Hurston; I contextualized the presentation in folk lore and oral tradition [which we discuss a lot in English 8], and discussed Hurston's work collecting African American folk tales in the South.

9th Grade

- In English: reading poems in translation, where students assess the effects of the translator's choices. We teach "Medieval WORLD Literature," so the major texts and supplementals are taken from all diverse cultures. We always consider historical/cultural contexts of a text.

History

9th Grade

- In History 9, again we have a global emphasis. I do structures current event projects wherein kids pull contemporary articles about regions we're studying in history [Iran, for example, when we're studying the Safavid Empire]. In addition, student groups have to cover the various aspects of their target culture [politics, economics, religion, social issues, intellectual life, art]; they also have to describe U.S. involvement.
- I also regularly bring in articles about contemporary issues facing "global citizens": immigration policy in Europe vs. U.S., China's growing economy, Milosovich trial/death, etc. We also watched a brand new documentary called "The Darker Side of Fair" about Indians [men and women] who lighten their skin...which led to a very interesting discussion of race, class, cosmetic industry, Western influence, etc.

10th Grade

- As a teacher of world history, every minute of every class is dedicated to understanding the different cultures of the world [at the very least, always those cultures outside of the US, and most often, non-Western cultures as well]. Most of the longer readings and articles that students read pertain to situations in Africa, or Asia, or South America, and usually have a feed into the state of the world today, even if the topic at hand is largely one of a faraway time and place.
- More specifically, within the classroom, I have set up a number of different activities throughout the year which serve to heighten student awareness of other cultures. We have a day early on in the year where we have chai and Indian flatbread with Mexican honey and Turkish dried apricots to celebrate the cuisine that traveled from India all the way to Mexico over a period of hundreds of years [the students also read a long article explaining the links between these particular foods].
- After the AP test, students are asked to write a research paper on a modern country [outside of the United States] in order to gain a greater understanding of the cultures that exist in the world today.
- Honestly, there isn't much of anything that I do that isn't at least intended to help the students understand why the different cultures of the world are the way they are today, and how every event in history matters in understanding the present global situation. However, I can certainly do more.

Spanish

Levels 1 & 2

- Head Start – a multicultural, multigenerational exchange [songs, games, painting, charts, books, passports, family histories, celebrations and holiday traditions, etc.] done both at their facilities and in our classroom.
- In class, we don't just do grammar. We go through some basic level history of the language and the culture of the different countries to whom it is their native tongue [by culture I refer to music, art, different media, traditions inside and outside of celebrations, rites of passage, habits and customs, etc.].
- We look at linguistic appropriation, exchange and interference and how it changes perceptions and understanding between peoples, even of the same language.
- In language lab, again, not just grammar, we also handle history, media, games, songs, as well as current headlines and movies and stars, you name it.
- We have specific classes devoted to diversity discussions and we did the questionnaire after the Town Hall Meeting.

- We do tie in curriculum with World Literature and English classes, both of whom have been wonderful to let me know when they are handling Hispanic/Latino topics.
- Guest speakers from different countries or who have lived in and studied in Hispanic countries have addressed the class.
- We have special days for food days, mural painting, Cinco de Mayo participation, Barrios Unidos visits, Dia de los Muertos celebrations and visits, Cesar Chavez Convocation. When any of these diversity events require out of class participation, my kids gain credit points for participation and a write up afterwards.
- Extra credit will also be given for presentations on Hispanic themes done as pre and post discussion of assemblies.
- Documentaries on migrant workers and stereotypes in the media have been shown.
- Discussions on gender prejudice in all cultures have been given special time in class.
- Our “treat” at the end of the week is always something out of pop culture, usually music videos from different Hispanic countries, and each class learns to perform songs throughout the year. This is diversity “lite” to keep them wanting more, as far as I am concerned. We later break down evident cultural differences and gender/cultural expectations in the lyrics and the representations.

2. Generalized and Combined Responses:

- Overall curriculum [with its International Focus in Humanities (world lit and history) and variety of languages, as well as our graduation requirements which mandate more years of foreign language, world history and world lit] has a built in multi-cultural focus.
- Increased requirements in the Fine Arts, and variety of Fine Arts offerings increase opportunities for students with different abilities and learning styles to excel.
- Promotion of international awareness in school wide activities like: Cinco de Mayo, Middle East speakers, Chinese culture assembly, Chinese club, Indian culture club, Russian club, and Jewish club.
- Two of us teachers, along with two parents, are taking eight of the surf club members to Troncones, a fishing village in mainland Mexico, to surf and learn about Mexico. This is happening from June 3rd through the 10th.
- We have established both an enrollment form and a voice mail box in Spanish; otherwise, I just try to treat people as individuals with equal respect.
- I encourage callers to apply to the school without asking any questions that would discourage any family from considering PCS for a student. I tell people who inquire that we are a school totally open to all interested parties and encourage their interest in being a part of PCS.

B. 2006-7 Goals:

1. Specific Responses:

Arts Rotation

- Next year I’m hoping to include much more on the development and history of jazz as an American art form.
- In the future, I hope to continue to incorporate the aforementioned and additional languages.
- Next year I hope to bring in a Gospel choir for our Martin Luther King assembly. This may take \$\$\$. We also have the potential for bringing in a Russian singing group that will be on tour next year. This also will take \$\$\$.

English

7th Grade

- Plans and goals for 2006-2007 would be to continue to refine this curriculum as a means to help students make meaningful connections between literature and the world beyond the doors of PCS and the confines of Santa Cruz. I would love to get to a place where we could do community service, field trips, outreach, etc. related to this curriculum.

8th Grade

- I have also proposed revising the English 8 curriculum to include more of a focus on world mythology [we look at world epics, but the mythology is Greek and Roman]. I have ordered potential texts that we might use. But it will be up to the new hire how s/he wants to incorporate it. I will, of course, make recommendations.

9th Grade

- Not sure if this is the correct space for it, but I think it's critical that we have a more diverse student demographic. Yes, we as teachers can promote diversity through curriculum and programming, but I feel like our students don't have a chance to "practice" tolerance, which I think is the effective purpose of diversity training. Their knowledge of diversity is often purely academic; they know as PCS students that they're supposed to think globally, but judging by the slang and demeanor outside [and sometimes inside] the classroom, they can take off that hat all too easily. I am seriously in favor of some quota allowance in the lottery. However, I am wary that the quota could be approached as a way to enrich white kids' education rather than asking what we should be doing to serve different populations.
- I would want a school wide Holocaust awareness event of program. Kids get this too late, if at all.
- I like the idea of students attending the MLK Convocation, going to more events like the Cesar Chavez Day activity.
- I would want the community service program to work alongside diversity task force efforts [I know this is already happening].
- I also think we're in dire need of hands on sensitivity training. The more we simply import "diverse specimens" to lecture at assemblies, the less students are obligated to actually interact with others in a real world way.

History

10th Grade

- To better incorporate pertinent, current information about what is going on in modern countries that relates to the not so modern curriculum that students study.
- To provide more of an opportunity for students to work directly with other members of our community to expand their awareness of different cultures. The authenticity of having someone from another culture present information to the kids is something that I can't provide, and I would like to do much more with it in the coming year.
- To expand my curricular coverage of areas like South America, Africa, and Asia so that students have a firmer grounding in understanding these cultures.
- Linking one article about a struggling modern country to every unit that we undertake to study, and using it as an introduction to the unit.
- Inviting more guest speakers into my classroom next year.
- Taking kids out into the community to interact with individuals or groups that are more diverse than what my students encounter at PCS.
- Adding more lessons into my curriculum that allow students to actually experience other cultures in new ways [like the Middle Eastern/Indian/Mexican cuisine day].
- Perhaps enabling students to go and do research at a local library for their end of the year paper on a foreign country, or another field trip that would serve to heighten their awareness of other cultures.

Spanish

Levels 1 & 2

- Much more hands on work for the first level. The second level is the only one that has worked with Head Start so far.
- I would like to work in more documentaries and expand the lab work to the first level as well. Though they can't handle the work in Spanish, we can still do work in English on prejudice, major headlines, positive school outreach programs that work between high Hispanic population schools and ones like ours, etc. We have had an invite to form some type of exchange program with a school in Watsonville, I am not sure if it is feasible, but I would like to do something in that area.

- More class outings as a whole. Planned trips. I very much missed the Language Day trip that didn't turn out this year. The kids were very disappointed.
- We are forming a foreign film and supper club to combine film criticism and fun with different foods. Again, this is a diversity "lite" idea that will hopefully draw their interest, then later engage their perceptions and address some stereotypical unconscious beliefs.
- My colleague is planning a Mexican Independence Day celebration which I think will be great.
- More speakers!
- I would like to line up some extra credit ideas that involve volunteering in the community with people who are not from the same race, socio-economic background, belief system, generation, you name it, direct contact with people. To know a person is to at least begin to understand, and begin to be understood.
- More linguistic exchange opportunities, however they may crop up, festivities, ESL, language promotion days, etc.
- More ideas from the kids themselves as they advance, see where their interests would like to take them.

2. Generalized and Combined Responses:

- Support the Task Force by collecting and/or supplying helpful demographic information as it compiles ideas.

C. Methods of Measurement:

1. Generalized and Combined Responses:

- I think that I would most like to measure my students' response to furthering their experiences with diversity by discussing with them what they learned from reading about or talking to someone from a different culture.
- I would like to guide them through a discussion that helps them to see how interacting with diverse cultures opens their eyes to new ideas and teaches them to be better global citizens.
- Much of the work that they do already is assessed based on thoroughness, and thoughtfulness. I think that, given my curriculum [which is already based in diversity], most of my assessment is, in fact, meant to measure their understanding of different cultures.
- I think, as I wrote the above, that I could do a better job of encouraging/facilitating discussion about these activities, so that would be something I would want to work on and incorporate in order to measure my effectiveness in promoting diversity.
- The more students have to actively engage [with a report, with a discussion seminar, or a horizontal alignment in classes], the better.
- But again, I think real world diversity is key. I love the pen pal thing and I don't think this should be limited to the younger kids. Everyone should partake in that kind of program.
- The level of participation and quality of participation would be a measurement.
- The value of the information and support we provide will be obvious by the positive or negative response we get to its receipt. If there are any complaints about the way the operations team treats people or concerns that we are discouraging anyone, we will take that concern seriously and review how we should correct our approach.
- Charting changes in beliefs and approaches of the kids as they go through the year. Doing an end of year self evaluation, what they have learned [in their own words], how they feel they have grown/changed. Discussion of the results in class.
- Having kids more involved in how they would assess the activities, though their hand in work would be assessed by the teacher for comprehension and extension of concepts.
- Positive feedback from kids to kids, immediate and helpful, on each project, as well as the regular grading by the teacher. And vice versa!

Appendix 12
Student Survey:
7th-12th Grade Spanish I and II Students

Preliminary comments from the Spanish teacher:

One hundred and nine students consented to fill out the questionnaire – all of whom were in Spanish 1 and Spanish 2. Because of the nature of foreign language classes, this means that the majority of the responses should have come from grades 7 and 8. Oddly enough, the responses were almost evenly split between Middle School and High School. The breakdown was as follows:

Grade 12 – 3	Grade 8 – 34
Grade 11 – 7	Grade 7 – 18
Grade 10 – 16	
Grade 9 – 31	

Students were invited to comment on any aspect of the question at hand and their responses were not edited beyond simple spelling in few cases. They wanted to be heard and I wanted them to be exactly who they are without undue influence. Beyond the order of the questions on the sheet, they were neither categorized by response nor grouped and abbreviated into a generic response capturing commonality. They were asked to leave no identifying markers on their sheets beyond that of their grade.

I thank them all for taking the time to discuss, to consider, and to involve themselves in the issues!

Diversity Questions:

Grade: _____

Current State of Diversity:

1. Classroom _____

2. Campus Culture _____

3. Family Involvement _____

4. Who's here at PCS? _____

Desired State of Diversity:

1. Classroom _____

2. Campus Culture _____

3. Family Involvement _____

4. Who's here at PCS? _____

Current State of Diversity:

The Classroom

Grade 12

Most of the teachers I have had come from the same socio-economic level. Their teaching styles are somewhat the same.

I think that the teaching in the classroom doesn't easily bring the topic of diversity into discussion and diversity is brought up more so because diversity has been such a controversy with the particular school. Compared to what I'm used to before, here you learn about different cultures. People here come from quite a few different races.

Grade 11

We need to expand the ethnic diversity in this school to help with other students' cultural knowledge. In the classes, there are not many students with a skin color other than white, which shows that the school isn't that diverse ethnically.

It is not that diverse with the ethnicities of people, but we do discuss cultures in classes.

We learn a lot about different cultures in class, but we don't have a whole lot of diverse people/cultures here.

Some culture talk here, not a lot of different teaching styles, mostly using book and oral.

I think the classrooms are quite diverse. The teachers and classes seem diverse to me.

I think that diversity is fair in the classroom at PCS, but not good, necessarily.

Our school being so small may take cultural diversity as a surprise, but it's what we need, to help us better appreciate the different cultures around us.

Grade 10

It is not very diverse, however, there are limitless possibilities to expand.

In general, I think there is some good level of diversity, but not the most implied type of diversity, which makes it seem lower than it really is to others.

I think we have teachers with a lot of the same background, which is very helpful for our tests, but it would be nicer to have different education background.

There's some diversity in class, but it usually comes in the form of guest speakers, videos, etc.

I welcome diversity and I think it is generally welcomed at our school as something special; however, there is less diversity in race, etc. than would be ideal. But everyone at this school is entirely more "diverse" than at other schools.

Well we are definitely aware of diversity, and accept it. It just isn't in our classes, but if it was we would welcome it. PCS students are way more accepting than other schools' students for diversity. Between social and educational aspects of everyday life, there is a lot of tolerance and outward friendliness to change and people, both in people and subject matter.

I see lots of knowledge in the curriculum of diversity in the classroom in especially English, history and foreign languages. We are taught a lot about diversity and are educated by assemblies, too.

While not the most diverse, there is still some level of diversity in teaching styles and ethnicities.

In certain classes, such as Spanish and English, diversity is discussed. However, I see that we do not have an account of what diversity "truly" is.

I don't see much diversity in other classes besides language, though we do read books [English] and watch movies [world history] concerning other cultures, so we're not directly "white-English" based.

In some of my classes, I see a bit of diversity, not as much as it seems there be. We really only discuss it in Spanish class and once in a while in English. There doesn't seem like a lot of physical appearance of diversity.

Diversity is only discussed in two of my classes because those are the classes that are geared towards cultural things. We do not have diversity race wise and I only see a small percent of "diverse" students.

It seems like there is a fair amount of diversity in the classroom. There are diverse teaching styles and many cultures are discussed in certain classes.

I think that we discuss different cultures and are very accepting of different cultures.

Grade 9

Although we learn about diversity in class, the actual student body and staff are primarily Caucasian. I think that PCS makes a good effort to teach us about different cultures, experiences, etc. The difference is that we are being taught it and not experiencing it ourselves.

In the classroom, the students as a whole are not very racially diverse but the teachers do a good job trying to educate us.

The classrooms here are not too diverse. We learn a lot about diversity but don't experience it.

What we learn about is diverse. Teachers are diverse in background and interests.

Not really existent, mostly Caucasian upper middle class, not really any economic differences, similar views.

I think diversity in the classroom varies. Teachers teach us a lot about different cultures and religions and background and races, but I don't think we see a lot of it first hand.

I think there is a large effort to create a diverse curriculum and I think it is mostly successful.

Talk about things in some classes [history, Spanish].

I think that, for my grade, it is pretty diverse. In my classes I never have a ridiculously high state of one religion or anything.

We learn a little bit about diversity in classes like history and Spanish. However, we don't focus on it. It seems that in certain classes, like Spanish and history, and sometimes English and drama, diversity is more prominent because we are learning about other cultures.

In the classes alone, it is possible to discuss it. There are generally discussions on diversity.

We talk about diversity mostly in Spanish. In history and English we also talk about it, but not a lot.

There is a surplus of white upper middle class, but the school is trying to reach out.

I don't think we have as many diverse students as other schools, but we have teachers that are very diverse and teach us about diversity.

I see a bit of learning about diversity, especially in my Spanish class and history class. I don't really see a lot of diverse skin color or a lot of other things.

In my experience, my classes, language classes aside, are not teaching about other cultures. Sometimes in English we touch on the subject, but it isn't in the curriculum.

Currently, there is hardly any diversity in the classroom, but in our language classes, the teachers do an excellent job incorporating diversity into the curriculum.

I think that as far as the student population goes, there is almost no diversity. However, in some classes [especially languages, English, history], we are exposed to different cultures through learning.

I find that a fair amount of cultural topics are discussed in language courses and occasionally in English, but are somewhat scarce elsewhere, but it's harder to fit others in.

There aren't any people in my classes that are of a different ethnicity. Most people are white.

Talk about diversity, sometimes - language courses obviously best at portraying other cultures fairly, English could improve, especially world literature.

Most of the different cultural teachers at this school teach the foreign languages. I know we had one diverse science teacher, but I think it would be beneficial for more. I learn so much in my language class that I don't learn elsewhere. The little things that I pick up along with the actual course are really great.

We have many different assemblies and presentations in our school. Parents don't think that there is enough diversity in our school, that we are sheltered, but they are not here, they don't go to all these meetings and things. But we have to broaden our acceptance to diverse cultures.

I see a lot of white kids in the student population, the classroom. I think that we need to invite other races to PCS.

School is the same every day.

In certain classes, I see a lot of teaching styles and curriculum; especially in my language class and some in my history.

Once in a while, we will have an assembly about a different culture, but other than that, there's hardly anything done to teach students about other cultures.

The classroom diversity, in my opinion, is fairly good, although it could be better.

We have many lectures/assemblies about diversity. Also, there are class discussions and "stuff." There is not much actual diversity though.

Grade 8

I think that my classes aren't really diverse. Most of my classmates are Caucasian and sometimes I forget that there are non-Caucasian people. I don't have any of those select few in my classes either. I feel that in the classroom there seems to have been an effort to educate us about diversity, but in a more distant and unreal way, and I think there is a big difference between being taught and actually experiencing diversity.

I don't think the classrooms are very diverse. Although the teachers talk a lot about diversity.

I think that my classmates are diverse in the sense of religion.

Diversity is present in every way except ethnicity.

I think that most people at PCS are accepting, however, there isn't much diversity to accept.

Not very diverse – but some classrooms discuss more about culture than others.

We have good cultural outreach in classes, especially considering our population, both students and faculty, is mostly white Caucasian.

In the classroom, we do talk a lot about different diversity issues, but not as much as I would like. I think we should talk more about this for educational purposes.

I think that the classroom diversity is mostly "white."

I think that although there is not much diversity of race, sexual orientation, or financial state, we do talk about diversity in most of our classes.

We definitely talk of it in class, but we don't exactly have it. Although we have diverse teachers.

There is not much actually in the classroom, but we discuss it and learn about different cultures in most of our classes.

I feel that a few of my classes teach about diverse cultures and even religions. Our Spanish teacher teaches us a lot about Hispanic traditions. Even our ancient history and ancient English classes begin talking about the cultures of different civilizations in antiquity and leading up to the cultures of different civilizations today.

In the classroom, I think we have a lot more diversity among the teachers than we do students.

Right now I don't think we have that much diversity as other schools do. But I do think that teachers do put forth an effort to educate us about other cultures.

We have diversity in the way teachers teach, our assemblies, and in foreign exchange students and sister cities.

I think that in our classroom we have lots of diversity because we talk about different cultures especially in this class.

I think we have a lot of diversity. Most of our teachers talk about diversity, also now we have assemblies to learn about different cultures.

I think our language department is more diverse than others because we have Latin and Japanese, whereas most schools don't.

Not very many ethnicities go to our school. It is mostly dominated by white children.

I think there is quite a bit of diversity, not as ethnicity, but how the teachers teach, about other cultures, and how people live elsewhere.

Not a lot, but we usually talk a lot in the class.

I see little or no diversity in the classrooms. In history and Spanish the topic “diversity” is actually discussed though, unlike other classes.

I think that we should have more ethnic diversity, because I have seen only a few African Americans here. There should be more.

In Spanish I’ve learned a lot about the Latino culture. In history/English, I’m learning a lot about new religions and cultures, about how people used to live.

I find it fairly diverse, there are a lot of Asians and Middle Easterners, however, this school is lacking Hispanics and African Americans.

The classes are a very good place [we are taught it]. The student body seems ready for diversity.

I think that right now we learn a lot about other cultures in our language classes and sometimes in history classes. I also think that if people have different needs, the school tries to meet them.

Most of my classmates are Caucasian. There are a few kids that are Latino, Asian, African American, and Persian. We learn about other cultures in classes like English, history, and languages. Our learning is pretty diverse, but the student population is not.

There is a lot of diversity in the teaching perspective. Math teachers all have different ways to teach.

Also in the language department, there is a lot of diversity with a lot of different languages.

The teachers, although having different styles, seem to have no racial diversity.

Some is presented in the material, especially in language classes and it’s welcomed. I would definitely like to see more.

I think you judge teachers by their accents and we hold a grudge for no reason [with regards to diversity in teachers’ nationalities].

Grade 7

Many students are being informed of diversity, but racially there are very small doses of diversity.

We don’t get educated much on diversity other than in Spanish class.

I think that we learn about diversity in classes, but the people aren’t pretty diverse.

Not good, most teachers are white. I only had one non-white teacher, but he was fired.

In class we learn about ideas and concepts from around the world. However, the people in class in terms of race and culture are almost totally homogenous. I don’t think people are diverse. In drama and some others, they make fun of some religions.

People have interesting opinions and people respect other ideas.

I think that they teach us about diversity and try to get us to think about it, but there isn’t that much in the student body.

Many people here are white, but not all. Also, in classes that are appropriate we do discuss culture.

In the classes of history, Spanish, science...in the other classes we don’t do anything like that.

We discuss culture, have pen pals, do letters, but can’t talk about religions.

Most of the students are white, but not all of us. In some of our classrooms, we learn about other cultures, but only in a few. In Spanish we learn about Hispanic culture and in science we have pen pals in South Africa.

There is not much diversity in wealth or race. We are mostly diverse otherwise.

In some classes there is discussion of diversity and in some there’s not. We do discuss different cultures, but there are not many hands on activities with diversity.

We have a diversified classroom, and also some classes talk about culture, religion, most likely.

We learn about other cultures a little bit, we have pen pals, and read books in English that are about other cultures, also assemblies.

At PCS, the classrooms aren’t very diversified in terms of ethnicity. I think it is good that we have all the assemblies.

I think that there is a lot of diversity in PCS because even though there might not be many people from other countries, they come from all over the US.

Desired State of Diversity:

The Classroom

Grade 12

Would like to hear more about world events.

More cultural experience taught and the teachers to be more culturally diverse in more ways than just ethnicity.

Grade 11

More diverse student body and more open, diverse curriculum [English class especially].

I would like to see more diversity at school. I would also like to learn more about what is going on in the world at this time.

I don't care if it changes or not, if it does, great, if it doesn't, oh well.

I think we need more studies on diverse cultures. We get enough diversity in politics, but not in cultures.

More diversity, not necessarily in race, but in teaching styles [oral, visual – movies, activities].

I think there should be a better special ed program. But I think there are some really wonderful teachers here.

I would like to see more of a diverse teaching style with English and math. I would like to see more acceptance of certain writing styles.

Grade 10

Select teachers bring their share of all kinds of diversity into the curriculum, but all the teachers should do their share and bring in new ideas.

Need more international news.

I would probably like a more open learning approach and a broader point of view/spectrum/analyses of events.

More diverse teachers. I'm really open to anything.

I feel like we are doing fine diversity wise right now, but we need to be open to more as well. Classes should bring in other cultures more so we can be more aware of world news and other cultures.

I think diversity of teachers would be really good, because it will be passed to us. Of course the teachers also need to meet the standard of PCS teachers, but I believe if any teachers try hard enough they can teach here.

To gather student input among teachers and curriculum from a wider societal spectrum would be a very positive upgrade.

I would like to see more speakers. I think that if our school was bigger, we would be able to accept more students which would bring more diversity.

Diverse teachers and students, so that we can learn first person about things important to them and broaden our opinions and views.

More open ended discussions of diversity, and not take diversity force4d into the teaching matter. When it comes up, it comes up, and we should discuss it.

There are pros and cons: more perspectives on issues, cultivate us for a diverse adult society, different traditions; different/negative cultural lifestyles can cause tension like gangs, hazing, other types of people may feel not included, under represented.

I would love to see more diversity, mainly just a wider variety of race. We only have maybe three African Americans out of 400 kids, I think that is a bit ridiculous.

I want to see more acceptance of different political and religious views. I want people to not bash on kids with different opinions and to agree to disagree instead of completely disagreeing.

It seems like there could be a lot more diversity and tolerance of other opinions.

I think there should be more discussion of culture. I think cross curricular would be better.

Grade 9

I would like to see more diversity in race, social class, etc. mostly because the world is diverse and if we're preparing to go out in to the world, we should see that factor too.

I would like to see more focus on other countries and classes. Like in history, rather than learning about all the things King Louis XIV liked to eat, I'd like to learn about the peasants.

I think that teaching styles could be more diverse, like not just teaching to one learning style.

Diverse teachers and diverse teaching.

More diverse teaching styles.

Diverse teaching styles, ethnic teachers and staff, students, different classes.

I would want to see religion and different sexualities built more into the classroom. And for teachers to be more open to discussion about it.

I think teachers are doing a good job of keeping their curriculum diverse, but a lot of students need to get with the program.

More diverse classrooms.

I wouldn't mind if there were a lot more socio-economic diversity in our classrooms, and more diverse teachers.

I would like to have a more open and accepting atmosphere in the classroom. People should listen to people's ideas and not attack them.

I would like to see more listening because there are so many opinions that people have that are never heard by others in the classroom.

Talk when necessary, don't be forced.

If there was diversity, we could have different views and opinions on the world.

I would like to see more diversity, especially in the teaching staff.

I feel like there should be more diverse ethnicity. At my old school, it was really interesting when someone of a different ethnic background would say their views on things.

I would like to see a lot more of different races. I would like to see more diversity in teachers also. I would also like speakers to talk about their own cultures. I would like to see more difference in economic status.

More lecturers and speakers, maybe once a month, that have different cultural backgrounds and/or have interesting educational experiences.

I think we just need more speakers in the classroom and more of a focus on other cultures.

I think we could have more guest speakers from other countries and cultures.

I find that a curriculum that is more individually focused on diversity. Speakers should come in to speak and educate and the school needs to broaden its horizons.

I would like to see more people that speak more languages that really show diversity.

A classroom based on students' choice, that we allow in courses, overall structure less rigid, even the small little pocket we have will begin to think for itself and in effect be more diverse.

I would like classes to bring in more culture. The language classes are sort of required. If they bring more of other cultures in, we will learn more about the real world around us.

I would like to have assemblies with more focus on the cultural differences in this community.

I would like my school days to vary so I'm not bored every time I come to school.

In the classroom I think more campus culture and more learning about other cultures.

I would like to see more assemblies or speakers and things like that.

I think the teachers are really good right now, but I think that there should be more discussions and debates, because parents aren't as open as other kids.

More speakers, more diversity.

Grade 8

I think to help with diversity, more diverse teachers. All my teachers this semester, and last year, were/are white.

I think there should be more teaching about different ethnicities and cultures and learn it from people who really understand and they didn't just take some college course.

I would like to see more diverse teaching like different ways they teach now.

I would like to see more diverse ethnicities in my classrooms.

I like how it is right now.

More diversity in math.

Very diverse, at least more diverse than it is now.

More diverse curriculum and cross curricular diversity.

I would like a more diverse curriculum.

I want there to be more diverse students, teachers, and curriculum.

I want to be able to talk about diversity more without having my opinion shot down. I want to see people be open to other ideas besides their own.

More ethnicity so we can have their opinions on certain things and for them to feel comfortable.

There could be more diversity in the classroom as far as the students and teachers go, and it could be discussed a little more in classrooms.

I think that when it comes to religion in the classroom, we should learn about the different religions if it relates to the subject on hand. I do not think we should keep avoiding religion.

I'd like to see more ethnicity in the classes. Also, some more diversity between exchange students and more teachers from different countries teaching with different backgrounds.

I would like more diverse students with different ethnicities. I think just from that we can learn about other cultures. I would also like to see a more diverse teaching staff. We could learn more about their culture.

I would like to see cultural speakers coming to class.

I think that we should get more ethnic teachers but need to have the teachers speak clearly so we can understand them.

I would like to see more kids from different ethnicities.

I'd like to see more ethnicity, diversity, because then when discussing in a class, you get more opinions.

More teachers with different ethnicities, too.

More diversity of ethnicity and culture. More interesting activities.

We should have more ethnicity, diversity, and with teachers of different ethnic groups because we will learn a lot more about how our culture is viewed by others.

More visible diversity.

I would also like to see more of a point made to show kids about diversity.

Think everything is fine the way it is.

Even more culture learning in Spanish. Diverse teachers, different backgrounds, more guest speakers.

More Hispanics, more diversity in general, though we learn about different cultures and backgrounds, there's not many here.

Not such a good idea, because it would create some conflicts.

I would like to learn more in other classes about the cultural background of what we're learning. Also, speakers add a lot to the culture and diversity.

If we could have a speaker from a diverse culture in to lecture, it would teach a lot of kids about cultures they don't know about. A lot of kids just don't realize how many cultures there are.

I think we can become more aware of the world.

A curriculum that introduces more of other cultures and knowledge of the world around us.

I would like more diversity brought into the curriculum as well as in the teachers.

I want more Hispanics because I'm sure that some of them would work harder than some students I know.

Grade 7

More teachers with different backgrounds and varieties of ethnicity.

I would like to learn more about other cultures in class. I'd like to see more diverse teaching styles.

More diverse classes, learn about interests rather than things of no interest.

More diverse teachers. I think it would be interesting to have teachers with different backgrounds.

The teaching style should be diverse in that teachers should adjust to individuality. Teachers should teach mostly what the students want and some of what the Board of Education does.

People should not let people say stuff like "God."

Different teaching styles, where the teachers occasionally teach outside the box.

I think that there should be more diverse teaching styles instead of just lectures.

More diversified curriculum.

More diverse in English.

Economic diversity.

I would like a more diverse population as well as curriculum.

More diverse people: teachers, students, etc.

More hands on cultural activities.

Talk a lot more about culture not because you have to, only because you want to, have more of an open atmosphere.

Teachers who are from other places, not just the USA.

It would be great to see more ethnicity at this school. I would also like to see more teachers with different ethnic backgrounds.

More diverse teachers and curriculum.

Current State of Diversity:

Campus Culture

Grade 12

People break up into small groups. Everyone is open to everyone else, but maybe wouldn't want to take the time to learn about their cultures.

Students do mix a lot on campus, but the mix is because we have to mix with each other since we do have such a small population.

I don't think PCS has big problems of separating people by different cultures.

Grade 11

Energy on campus is low. Grades separate themselves along with common interest groups which is ok. There are different groups on campus and most of the time they stay with their groups and don't mix. Same as before, ethnicities are not that diverse, but we are PCS.

There is a big emphasis on Asians, we have some events teaching about divergent cultures. Almost everyone is really open to diversity.

We have diverse clubs. Not a lot of different races or a lot of people doing diverse things. Not a very large number of things to do on campus.

From what I've seen, people are quite accepting of different people.

The cliques are fairly accepting, much more than public school. We have lots of diverse assemblies.

Grade 10

Every school has their specific cliques and groups on campus that do their own things. No one gets excluded and that's what I think matters most.

I think that our campus culture is pretty diverse. We can go out and do stuff outside of school.

Campus culture is quite diverse: from topic assemblies to student groups, it seems to be at an ok level.

Most of our assemblies have related to international activities. We should have more community related assemblies to invite the Santa Cruz community.

Pretty much, not.

There are many student groups at this school, with some the people act very similarly, however these "cliques" intermingle quite often and are very open minded.

Our school tries to be diverse and is very positive towards it, but it doesn't address all cultures, i.e. Hispanic culture we've never done anything on.

There is a commonly felt open minded attitude towards other people, lifestyles, communities, and social populations. Not to mention a positive curiosity.

We have mostly middle class Caucasian students at the school. We have lots of diversity events like assemblies that give a positive view towards other cultures. The population at PCS is accepting.

I think that people are very accepting of other religions and ethnicities and that there aren't really any biases.

Cultural events such as assemblies seem forced upon the students. It's like, this is a totally different style and culture, and we will "force" it upon the students just for the sake of it.

There are plenty of opportunities to be diverse and the atmosphere is open to being different. Yet the types of diversity are more appealing to the present Caucasians than to outside cultures.

Around the actual campus there seems to be diversity. In the lower grades there are a lot of just girl groups and just boy groups. I think the clubs bring out a lot of diversity, especially clubs like Club India, Chinese Club, etc.

There is not enough support for diverse events at the school.

The culture at PCS is pretty tolerant of cultural diversity, but there isn't that much actual diversity here.

We have assemblies that introduce us to different cultures.

Grade 9

At PCS people tend to hang out with people they have similar interests with, it's not race driven at all.

PCS has people who hang out with others who share their interests. Often this means very similar people hang out together, but people do mix.

I think that the students are very accepting of diversity but there are not many diverse students.

The campus is very accepting to different people.

All the things that happen are different and diverse.

Good assemblies and outreach, friends based on interests, since small, no strangers.

I think diversity on campus isn't very strong. In 9th grade you hang out with your "clique" and stay with the same people you've become comfortable with throughout the year.

I think people hang out with people based on their interests, not their religion, gender, race...

Clubs...assemblies...

I think that this school in total is mainly Caucasian, but most people don't just hang out with only white students.

There are several diverse clubs and events. However, they are not particularly popular and do not receive a lot of support.

Is not extremely diverse racially because we have a limited amount of diversity. However, there is tolerance within the different social groups.

Almost no diversity on campus, when there is, it is separated and forced sounding.

On campus, there are assemblies to show different cultures.

The school tries very hard to include as much culture as possible with assemblies, clubs, and pen pals.

I think our school has lots of assemblies for different cultures and we're all accepting, but there is not so many different cultured kids that go here.

I think that the school tries to teach us about other cultures [except Latino which I would like much more of as Santa Cruz is 49% Latino]. We also don't really see openly about different economic status or sexual preferences. I think in general we are very open and understanding to diversity.

In history class we have had lecturers that have talked about different cultures and assemblies sometimes as well. More would be nice.

There is a very positive attitude towards diversity, even if we don't actually see any diversity. The assemblies help to introduce diversity.

I think PCS is open to diversity, especially when we hold assemblies and feature speakers from different cultures.

The school tries to make up for a lack of diverse population by educating with assemblies. It is a well put together effort.

The campus is basically divided into groups, herds, white people, Asians, and then a little group of all the other people.

White, white, white...Actually, I don't really know how to answer this...

People in this school tend to hang out in certain cliques that are not very culturally diverse. Generally certain cultures tend to hang together.

Outside of class we don't really mix with people different from us. We naturally have cliques and people from them don't mix usually. Also this makes for not closed mindedness and not accepting others.

I think the campus culture now is pretty nicely balanced right now and a lot of new kids coming in would change it.

On our campus most people separate into different groups and do the same thing. Nothing.

Outside of the classroom people tend to stay with their group of friends, but teachers give students options to go see and do something from a different culture.

Yes, we are invited to things, which teachers also promote, such as the Martin Luther King Jr. convocation.

I don't think that there is any racism or that anyone feels uncomfortable about being a different race/religion/etc.

Grade 8

I have noticed a lot of the white kids get along together, even if they don't really know them. But the other kids kinda hang out together and away from everyone else.

On the schoolyard, there is very little diversity and as you draw farther away from other races, I've noticed people become more racist than you would be knowing actual people of another ethnicity, social class, etc. are near.

I think our culture accepts diversity well, or just anyone.

I think that there aren't any cliques other than separation by grade.

Pretty much white herd or white poser kids who think they're cool because they watch the "OC".

I think that we are bringing in lots of different culture [presentations in the gym]. However, I think culture is more than dance, food, and music.

The campus culture is good.

We are definitely improving on it, and we don't have self segregation, plus we are very accepting of any diversity we do have.

On the campus we do hang out with other people than ourselves, but about 80% of us are American [meaning Caucasian], but there are not as many people from other places.

I think that someone that was non-Caucasian would not see our school as welcoming because of the mostly Caucasian population.

I think that students are tolerant [open] to diversity but are not necessarily open to diverse activities.

On the campus we could accept the diversity to a point [diverse students], but I find that there aren't people that are in life long groups.

The only real diversity of the campus is the assembly and the couple of diverse clubs.

I think that the different clubs are very diverse. We have the opportunity to join clubs that teach about other cultures such as the Russian Club and the Chinese club. However, very few people join these clubs.

I think I see a lot of campus diversity with religion. I see lots of different people and their religious beliefs.

I think ours has some amount of campus culture. I like all of the assemblies and I think they help make people aware.

We have cultural clubs, but there could be more diversity campus wide.

I see that our culture at PCS accepts different cultures like we do assemblies for different cultures, not like my old school.

I think it is not totally spread out with ethnicity, but more so religions.

Our school clubs are very diverse. I think that the assemblies and cultures are very accepting here.

We don't really have a culture here besides "white preppy kids."

There is some, like the assemblies, there are a lot of clubs [Russian, Chinese], there are a lot of different religions also.

There are a lot of clubs and a lot of people like to express their opinion.

I see a bit of culture coming from ethnic people at our school, but not a whole lot.

Yes, I think that we have perfect amounts of campus culture and assemblies.

PCS is very original. Such as the "Blinky Awards" and assemblies in the gym, mock trial, dances.

Friends are friends, they hang out with a range of diverse ethnicities. I don't think they even think about it – however a lot of people are white here.

I think that it is mainly a problem of not having many nationalities other than "white."

I think that most people are open to diversity at PCS. I think if more cultures or other "diverse" people came to PCS, the students could accept them.

Even kids of a diverse cultural heritage usually act as "Caucasian" as the kids who aren't diverse. They talk the same, dress the same, and act the same as "Americans."

Campus culture at PCS has little groups of people, but most schools do. We are a little segregated.

I think that the culture ultimately promotes diversity in pretty much every way.

There's not a lot of diversity among the cliques – they generally separate into small groups according to interest.

We have cliques with people just like us. I want to have a reason for going and talking to other cliques, like field trips.

Grade 7

The cliques are accepting of each other. However, I hardly ever really see differences in social class, it seems like everyone is middle class.

People all get along and don't separate based on things like religion or race.

It doesn't really matter what color or race.

I think it is good. There are a lot of clubs and no discrimination.

Groups or cliques are determined by interest and not by race or class.

I think that everyone hangs out with everyone in seventh grade.

There are some cliques here and people only hang around with people with similar opinions and ideas.

I think that since everybody has been together and since we're so small, everybody hangs out together and there are no cliques.

I believe we need a more diversified campus culture.

Not many different races. We don't get to know anyone with different backgrounds.

Clubs, assemblies, we have some things.

I think that our school is really trying to reach out and teach us about other cultures. On the campus, people are generally tolerant and interested in learning about other cultures.

I think we try to have a diverse culture, but we aren't very diverse.

Assemblies: African and Japanese. Mostly white.

We're most tolerant and we need more diversified people.

I think we're pretty tolerant. We have different culture clubs and exchange students and assemblies.

I really think there should be more diversity in the students, but the teachers are diverse and the assemblies are good.

There are many culture clubs such as the Chinese and Russian clubs. People accept these, but religion isn't so much.

Desired State of Diversity:

Campus Culture

Grade 12

Have more cultural assemblies that reflect the Santa Cruz community and surrounding areas.

More cultural nights or events where you can learn about another culture and have fun. From the event we did, you don't learn much how people are living.

More cultural events and hands on activities, like the assemblies. Teaching about various cultures.

Grade 11

I would like to see more assemblies that show us more about other cultures.

Same, don't really care what it is like.

Changes are almost always good. I would like to see more diverse looking people, ideas, political standing, and other cultures.

More things going on, club days outside, music, radio?

More cultural presentations and still same political, but even out between cultural and political presentations.

I would like everyone to be slightly accepting at the very least.

Grade 10

I love the cultural assemblies and activities at PCS, but we need more and more of other, two sided issues and cultures.

We need more diverse speakers and especially an Arab.

An increase in the amount of topic assemblies over the year that will have speakers representing ALL sides of the issue.

We need another PCS, this side of town is hard for people to get to, there should be a similar school in another part of town.

I'd like to see more culture.

Assemblies from cultures that are more indicative of our surrounding cultures would be beneficial.

I think we should have more speakers and cultural events. Also, having PCS students going to other schools and speaking would benefit us.

A wider variety of input, involvement, interests and projects would greatly contribute to campus culture. There should be more field trips to different cultures. We should send out people to more areas to inform people of PCS.

More opportunities to experience other countries' traditions, more clubs.

Maybe more on Persian culture, and more clubs based on diversity. It's nice how we have diversity within our student government.

Introduction to different cultural traditions adds flavor and awareness of other goings on in the real world, not just white American holidays. [i.e. learning about Chinese New Year as well as Valentine's Day and Lent or Mardi Gras]

This school does not celebrate enough diverse celebrations. I don't get why you get two weeks off for Christmas, but if Hanukah is during the school week, it just sucks for Jewish people. We never do anything any celebrations.

I want to see more "diverse" events such as an event for "Cinco de Mayo" and other events.

It would be nice if there were more diversity in general.

I think we should have more cultural assemblies, and more Latino activities and celebrations.

Grade 9

More acceptance among the students from other students. People should combine cliques and just hang out together.

I think the campus culture is pretty good. There could be more assemblies featuring teens and people with different views and backgrounds.

I think that there should be more diverse students.

I think our campus is very accepting as is.

Better, more lively, and cultural.

More social gatherings, assemblies, with kids/young people, more tolerance, know who campus leaders are, more approachable.

I think the assemblies should be more frequent.

I think there should be more cultural presentations. There should be more student involvement/input in everything.

More cultural assemblies like the Chinese Club. More Latino based stuff.

I think that I would like more cultural assemblies and activities along as more diverse people overall.

I would like to see more diverse cultural events represented.

It would be great to have more diverse assemblies so that we could get a taste of other cultures.

When necessary, not forced diversity.

Showing us more about other people's cultures.

I would like to see more active cultural activities.

I would like to see more people of different ethnicities trying to at least tell us about their cultures.

I would like to see more different races around school. And more economic backgrounds. I would like more different cultures. I would like to see more assemblies about different cultures. Optional workshops about diversity and lectures as above. We need more of this sort of thing however. Basically the same sort of thing – we have to learn more about other cultures – we need more assemblies.

More assemblies.

The current status of the school's culture is going fine. I really don't see a major problem.

I would like to see less white people and more Arabs or something.

A lot more diversity. Some place where it is possible to differentiate between the students.

If we had more assemblies with other cultures, like Latino, that would involve the community, it would be great. More artsy stuff, but then something about the actual people and the culture.

Doing things outside the school to become more diverse is the students' problem. But the assemblies help make the students more diverse.

We need to get more Arab speakers/Mexicans.

I wish there were more cultural voices at PCS.

I would like to see more school activities about other cultures, and also more assemblies and stuff about other cultures and people too.

I want to see the other side of the Israel/Palestine argument.

More assemblies that discuss different cultures, and discuss other cultures that exist in the Santa Cruz bubble.

Seeing more diversity while walking around the school. There are too many parents.

Grade 8

I think there should be assemblies promoting culture, but not just people sitting there talking. They should do things that are part of the culture.

I would like to see a more ethnically and religiously diverse, and of a different social class, that are actually accepted. Having been friends with many people of different races, religions, and socio economic class, you understand it much more and see them as people, not just a face.

I would like to see more accepting people, even though people are mostly accepting. I would also like to see assemblies with kids around our age in assemblies or alumni to talk, not random parents.

I would like to see more assemblies about culture and assemblies done by kids.

No culture, we are not all the same.

More cultural presentations in the gym.

Good campus culture – maybe reaching out a little bit.

More cultural assemblies. I really learned a lot at the Japanese assembly...more Latino outreach.

I would like more assemblies and the Chinese assembly was really cool.

More cultural assemblies, meetings, discussions, about reality and everyday life. More Latino stuff.

I would like to see more diversity around campus.

More presentations on teaching people on ethnic holidays and important things.

There could be more cultural celebrations and representation of more cultures.

I think that we should have more cultural celebrations like the Chinese Lunar New Year assembly.

In campus culture I'd like to see more exchange students. I think it would be cool to have people from different countries sharing stories about their life.

I would like to see more of an effort of putting forth more diversity in ethnicity in the school. And also hearing some life experiences from the people themselves.

More diverse arts, games.

I think that we have good campus culture, but need more and assemblies on them.

It would be nice to see clubs out doing activities.

If the clubs have more activities and if there were more "real life" speakers to teach us about their culture.

Once again, not a huge majority of “white preppy kids” and more races and ethnicities. The clubs should have more activities during lunch or something and get more people outside of their clubs to join in.

More African Americans.

I would also like to see more ethnic kids at our school be open about their race and even explain more about them.

I would like a lot more assemblies and diversity in the kids.

Hispanics – though we hang out, all together, there’s no racism at this school, it just lacks diversity.

The split would sort of create rivalry between schools and split it somehow.

I would like to see a few more cultural assemblies, but not just lecturing, also more interactive/varied ways of learning about other people.

I’d like to see more students from other, more diverse ethnicities. It would be nice to learn about other cultures from a kid your own age. It gives you a different perspective.

We can improve on our assemblies and also the diversity is very one sided to people with education.

Campus culture is fine with me!

More cultural assemblies to help bring in other communities as well as our own Santa Cruz one, would be welcome. I would love to see more diversity.

We should have more Spanish culture presentations. Cinco de Mayo celebration.

Grade 7

I want to see kids at assemblies. I want to see acceptance among students, and I want to see pointless drama because of difference end.

I like the current campus culture. I want to see more interaction between grades.

Would like to see less ostracism in the 7th grade.

I think people should be more tolerant of people with disabilities. I have heard people saying bad things about people with mental problems they think are strange.

There should be a way more diverse population.

Not judge people. More accepting. More assemblies with backgrounds. More assemblies with kids our age.

Less cliques, with people more open to others different than themselves.

More background about assemblies before them and assemblies about local topics.

I would like to have more cultural diversity with assemblies and children.

More assemblies with the real world with other cultures, speakers.

More assemblies.

I would like to see more cultural assemblies, and more Latino culture.

More cultural fun events [assemblies].

More cultural assemblies. More Latinos on campus.

More cultural assemblies, Cinco de Mayo.

Speakers who actually experienced things.

I think there should be more kids from all sorts of different backgrounds. It would make the school feel more normal.

The clubs out doing activities and putting on demonstrations of their culture.

Current State of Diversity:

Family Involvement

Grade 12

It is frowned upon if parents cannot volunteer or give money to the school.

Parent participation is very strong here, whenever there is a break or lunch, we always see the parents walking around on duty. It shows that the parents care about their kids.

I don't know how family involvement refers to diversity.

Grade 11

PCS parents think they know what's best. Parents are elitist, not the students.

I think that parents can be a little too involved, but they are the ones who created the school.

The socio-economic is not that diverse, or it does not show it very much. Also better off people can spend more time.

I think some of the family involvement does help with diversity, but sometimes holds it back because some people don't want change or diversity.

Not a lot for families to do together. Mostly white mothers on campus. Parents do parent hours.

I think the family involvement is very, very helpful. I think that there should be more outreach to those families who can't do all the hours.

I think the family involvement here is pretty good. Not 100% how I would like it to be, but pretty good.

Teachers and parents get involved.

Grade 10

PCS is a parent oriented school and needs that involvement to help it grow, but it's not necessary to force parents without time to help.

I think that people, parents, should back off a bit.

Family involvement helps to give parents a more detailed picture of the work their child is doing, but [mostly due to the lack of information] causes a repulsion of the people who can't always afford the investment.

A lot of the families here are all able to put in many hours of work and volunteer, although, we should make the school more open to parents who can't do the hours.

To a certain degree it's good, but sometimes too much is bad.

There is an incredible amount of parent involvement and push. I feel like the school is run by parents with university degrees who want that and more for their children. I feel like they act like they know more about our school than we do.

I think it is very hard for the lower class families to get as much involvement. There is a waiver, but these families don't know about it. The school is mostly run by upper class people. But our new Board is very diverse and hopefully it will bring more diversity.

I think currently family involvement is somewhat hindering, but should be worked on and projected as a richer, more rewarding development opportunity.

Lower class families cannot afford paying a donation or putting in 40 hours. They do not know that they have an option. Those families who can be involved and help their kids succeed are those who don't have to work, etc. because they have money.

There is a LOT of family involvement, which is technically good, because it's a win/win situation for the school and families overall.

I like a lot of parent involvement around campus and it is nice to see how dedicated the parents are to our school. I never really thought about diversity applying to parents and diversity aspect of it all.

I don't see much parent involvement, yet this may be due to inconvenient timing or lack of variety of positions to help. If parents could get involved in different ways, it might be more apparent.

There is too much parent volunteer work, it seems like at public high schools you never see parents walking around campus in orange vests. It's not fair for parents who do not have time to help out at

school, or do not have enough money to donate. It seems like teachers and other parents judge students by how much their parents help out.

There are only a few parents who have contact with the kids at school, but here are many other people who work behind the scenes who don't get seen.

The requirements are limiting for some families with the required volunteer work and even though there are waivers for some people, most people don't know about them and it could limit who comes.

I think 40 hours is a ridiculous amount of time for parents to have to put in. I also think that some of the jobs seem kind of demeaning.

Grade 9

The families that have the time to help, help, but the families that don't, don't and some can't.

Families are expected to be very highly involved in the school. People who come from lower economic classes will be unlikely to be able to contribute time and money.

It is hard for poorer families to give up 40 hours work time and also if you don't have a computer, it is hard. [poor families don't]

The parents seem to be very involved but they have their own opinions on diversity.

I don't like it because it makes me feel too pressured to get good grades and I end up not caring.

Too much, good for encouragement, but bad for college prep.

I think having family involvement in the school always helps kids feel more encouraged in their studies and the things they do.

I think for a student to do well at PCS, their family has to have money and they need parental support. 40 hours a year?

I believe that a lot of the parents' family members have lots of involvement. Almost everything that the school sponsors, there are parents.

It is difficult for parents who work a lot to dedicate time to the school. The same people tend to do the same jobs.

Those parents who have time during the day tend to be the ones most likely to help out at school. I don't feel that there are enough diverse jobs for parents to do.

Seems like a job, all I see is yard duty.

It's usually white moms working around the school. A lot of people can't help out because they need to work.

PCS has immense family involvement, parents are required to do 40 hours a year and many do more.

I think 40 hours for each parent is a lot especially if your parents work and if PCS is a far drive from your home.

I think that especially for parent involvement and the board, there are a lot of people with a high economic status in the school because they have the time to put in all the hours needed.

PCS is now extremely based on parent involvement and the people who have time to help out the school are generally well off so that can be very intimidating.

I think the family involvement limits diversity because it takes many hours of your time to be on the board because only well off adults can contribute that amount of time.

I think the excessive amount of family involvement hinders diversity. With upper middle class parents joining the board and getting their kids in, it turns away lower class families who don't have time to put in all those hours.

The entire basis of PCS is on parent involvement. The known fact among people is that PCS requires 40 hours of service; much more than most can put in, save middle class well off business.

Well the board is ok if the parents are in it, but the majority of parents are white and if their kids aren't, they're adopted.

I would prefer less parent involvement. Parent involvement over white, I don't see much diversity in it.

It's harder for parents with lower income to help out as much. But when parents help out as much as they do, they think they know what we think. A certain level of help is great, but they don't know what goes beyond what they see.

At our school, the family backgrounds are more educated. The parents usually have graduated college and have high degrees. They usually have more time than the lower income, lower education. They might have less time to be involved in the school.

I think that PCS requires a ton of time and it's harder for lower class people.

Parents get very involved even when they don't know what's best.

PCS is a charter, started by parents, and the parents of PCS students are extremely involved. For different economical classes, there doesn't seem to be as much involvement.

Parents become too involved with school issues that they don't know that much about.

The parent involvement is incredibly good, because the school couldn't run without parents. It was started by parents. But parents also think they know everything.

Most of the families are high or middle class to upper class. The families are very "into" the school and lower class families can't participate much.

Grade 8

I don't think family involvement really has anything to do with diversity. The only thing I see the parents doing is field supervision. I don't know much about family volunteer jobs.

Parents seem much more involved at this school and I think this is because these are the parents who have the time, money, and cash enough to send their child to this school. There are people at other schools who do care a lot about their child, but just don't have the time.

I think that it is hard for people with not as much money to be in PCS because you need a lot of expensive supplies, including a computer.

I think that family involvement has gone to a much larger extent compared to my elementary school.

I think PCS has a lot of parent involvement.

I think the family involvement is too hard core.

We say the 40 hours and money are "optional," although I believe that if someone is motivated enough to get their kids into PCS they feel socially obligated to put in the hours and money.

There is a lot of parent/family involvement at PCS. But what people don't realize is that it is a free school.

I think that it is a lot of commitment, but it pays off, and if a parent really wants their kids to get a good education, they will put in the effort.

I think that since most people don't know about the waivers for the 40 hours community service that prevents diversity of people with financial troubles.

I do see some parents volunteering for the school.

There is not much family involvement that is seen here. We just see the stay at home white moms who can come and help patrol the campus or hand out food.

I feel that it is not fair that parents who need to work are asked to do so many hours. These people cannot afford to help, so the only parents that we really see are upper middle class Caucasians, stay at home moms.

I don't see as much family involvement because it is the same parents every day and I don't see as many new parents but the same ones every day.

I think the amount of family involvement is tremendous. When the parents are on the campus they know what's happening and what's going on.

Families are very involved with PCS.

I think that families really get involved at PCS because they do their volunteer hours which gets them more involved and boosts up the grades.

We have a lot of family involvement. You will see people volunteering all around.

The family involvement is great at PCS because there's so much and all the families are always contributing.

We have a huge amount of family involvement which is sometimes bad because some parents are the pits and cause an uproar.

PCS is run by a lot of parents, so there is so much involvement. What we need more is voluntary work, but the parents get involved, so kids keep up grades.

There is a lot of involvement of the parents, the school runs on family involvement.

There is little family involvement. Such as parents coming in and speaking about their race, or religion, but like always there could be more. Also, there are 40 hours per parent.

We have too much family involvement. There are "forced" labor hours, 40 a year.

My mom passes out registration forms for this school [if people are interested] at her work. My parents do most of their work.

I think that it is mostly the same yard duties.

I think that the sibling rule at PCS is very important to keep families involved. I do think that transportation/location is a problem though, and also volunteer hours are a deterrent.

The school seems to give the impression that you have to do 40 hours of volunteer work or your kids can't go here. It's not like that at all. The only people who know that you can get a waiver on your volunteer time happen to be upper class. This doesn't help diversity.

Although family involvement is good, there maybe is too much when the parents get too involved.

I think the parents should back off a bit.

Families do a lot for the school and a lot is expected of parents, including low income ones which can be an extra burden on them.

I think that the parents are involved in a good way, but sometimes they think they know more about us than we do.

Grade 7

I believe that parents help current to upper class students, but for some people, the involvement is sometimes a disadvantage.

People whose parents are involved seem to be a lot more interested in the school.

I think that family involvement really helps.

Parents are involved here.

In PCS students need a lot of family involvement. Some people from other financial states may not be able to support their students in that way. This may be the reason that they don't come here.

I don't think it affects my family. But if you don't have a computer it will affect someone.

Parents are involved by Power School, through email, and through community service.

I think that family involvement is a good thing. It has helped me a lot.

We have a large family involvement rate here at PCS because it takes dedication for your child to be here.

The families are really involved. Parents with different backgrounds don't teach us about other cultures. 40 hours a year.

PCS has a higher amount of parent involvement than other schools. I think that family involvement is a good thing, but 40 hours a year is a lot. Especially if a parent works a full time job.

There is a lot of family involvement, but it is not very diverse. Almost always it is white rich people who are doing yard duty and parents on the board.

A lot of parent volunteer work [40 hours], but are exceptions for low income families, single parents.

Here at PCS we, our family, parents do get involved with the school, teachers, and PCS itself.

I think family involvement is good because your parents get to know more about your school and feel more involved.

At this school, there is a lot of family involvement. I think it's good because it creates more of a community feel.

When a parent is involved, the child's grade goes up because the parent is checking and making sure they are doing well.

Desired State of Diversity:

Family Involvement

Grade 12

Be more open to different socio-economic families. Be compassionate to families' needs and let them know it's okay not to give money.

More recognition of how much the parents are involved in daily life at PCS.

Grade 11

Less parent involvement and recognition of student opinions. More student involvement.

There should be more student involvement.

Don't really care what it is like.

There should be more parents helping because that is what helps us run the school. It would be nice if more of them would be doing more than walking around the campus "watching" kids.

Maybe not so many hours, 40 is a lot. But family can be good.

Better student representation.

I like family involvement how it is so I wish teachers would be more involved with family.

Grade 10

Parents do not need to be obligated to handle several things at once, jobs, school, kids. It's the ones with the time that should involve themselves.

Less, more power to the students.

I would like to see more balanced parent involvement.

More community member involvement and less parental control. Students need more say in family involvement.

Less.

I think there should be more "votes" where all students and all parents have to participate so that a select few in either area can't take charge.

We need to make people aware of the waiver for the volunteer hours, because it deters a lot of people.

Find a way to become comparable.

More info should get out about the school and how much money and time is needed. We should maybe hire a bus for people who live further away.

It's fine as it is.

I think that the family involvement is fine the way it is, fewer involved, or it would be nice to see some more diversity.

I would enjoy having parents in the classrooms, introducing non-curricular topics for a broader knowledge of topics [i.e. my dad come in to my afternoon class to teach how to use a potter's wheel, clay pottery].

The faculty should not judge students by how much involvement a parent does, it is simply not fair.

Parent involvement should not be as "strict."

It would be nice if more parents got involved and more faces showed up and worked with the kids instead of the same ones.

There should be more of a variety of jobs for family, both in the types of jobs and certain jobs which are easier for working parents.

I think that there should be more recognition for parents helping.

Grade 9

I would like to see a way for the low income families to be able to become more involved without having to give a lot of money or time.

I would like to see more advertisement about the fact that money and time aren't absolutely necessary to attend PCS. Family support is necessary.

I think that families are sometimes a little too involved and assume what we think. No Power School.

I think the parents should back off a bit.

Please, no more Power School, I hate it, it's the devil.

Less board members. Better listen to end of Power school.

I think less money should be required to be successful at PCS. There should also be a little less parental involvement.

Make it easier on families that have a hard time with the money and the 40 hours.

I would like to see more parental involvement even though I know a whole lot of parents have to work all the time.

I would like parents to feel comfortable at the campus. I would also like families of different social status to feel better here.

More parent speakers in classes so that parents can talk to a class about their work. More options for low income families, everyone should know about waivers.

It will just sound forced, unnecessary.

There is a lot of involvement by parents and it's good.

I think the family involvement is good right now and is very enthusiastic.

I'd like to see more parents trying to help with the school. Parents come in with different cultures and teach us diverse games.

I would like to see more spots where parents can put in only a few hours in for those parents who can't afford to put enough hours in. Possibly we need after school programs to help people and give them computers and things that they need.

If cannot afford to spend hours, perhaps create lesser hours and publicize the waiver.

We need more of an outreach to Latino families. Maybe there should be some sort of alternative for diverse families to spending many hours.

Less family involvement. I think it's a major turn off to those families that don't have the time to put in.

It needs to be better announced that parents should put in as many hours as they can. All parents should be involved, but only as much as necessary. It is a massive difficulty and the solutions are hard to find.

More parents from different countries or ethnicities so they can put their ideas into the school.

Less student-family involvement or something.

People with more open minds should take the center stage. The students need more say in everything.

Some parents assume they know what their kids think, but it's not true. Also there should be more widespread knowledge about the fact that you can have a low income and be a part of PCS. If the news doesn't come out, we will not be diverse.

Having the students be more involved. Also reduce the time the parents have to be involved in the school.

The entire family should participate.

I would like to see more students and their parents both being involved in our school and the decisions that the school makes.

The parents need to stop pretending like they know so much, when really they know nothing.

It's rather awkward to go out to lunch and see your parent patrolling the school in those orange vests. It makes you feel like you're in a prison. Parent involvement, however, is part of the school. I think we need more kids chosen things, like who will talk at an assembly.

Less family. Poorer families cannot make the 40 hours or so. Students should have more student input.

Grade 8

I think the school board should be involved like a family and have themselves observe what the diversity is like.

If we can accept into our school people of a lower place in society, who don't have a lot of time, and give these people a chance to participate. However some parents are too involved and need to understand that they do not have a very high authority.

I think they shouldn't have to buy so much stuff and have to do so much on the computer. I also think that the parents shouldn't be at school so much, would be easier for everyone.

I think that some of the parents should back off and don't assume what we think.

Less requirements for parents.

Should be a little less, don't need parents watching over us all the time.

Need to get out the message that hours and money are optional.

More diverse parents, for them to come in, also a recognition of the parents who have helped.

I think that the family involvement right now is good, but they need to get out the word about not having to do community service.

I think that the parents shouldn't be in the classrooms but should continue to do what they are already doing.

More opportunity for parents to come in comfortably and suggest ideas, and less working time.

I would like to see more parent involvement in the classroom and around campus.

I think that the waiver which allows people to not pay for PCS and not perform as many volunteer hours should be more advertised and it should be made clear that people have options.

I'd like to see more parents rather than the same every single day. I find it interesting to meet my friends' parents for the first time.

I would really like to see different parents participating at the school instead of keep seeing the same parents.

More parents doing culturally diverse games.

I think that we need more family involvement like see them more and do it during parents' free time.

I think family and parents should contribute to PCS students their knowledge and games they know.

The same parents work on PCS campus, but different parents coming in would be much better with different cultures too.

The family involvement is fine the way it is.

The kids should be able to meet all the parents of friends and parents who are fun such as Chris who is fun and friendly and says "hi" to everyone.

None, I think we already have enough.

There is a little already but there could be more of a push for more. The 40 hours are great, but that is mandatory, what I want is more voluntary.

Parents more positive with PCS people who can't afford the hours, different options.

The waiver form should be distributed more readily.

I think that people need to know that the hours are not completely necessary if there is a family situation.

I think that instead of just giving waivers to people who can't give 40 hours, you should just ask those people to give as many hours as they can.

I think we should proportion family involvement with student involvement.

There should be less parent involvement and more student involvement.

I would like there to be some way to reduce the requirements and burdens on lower income families. I would also like to see more diversity on the board [race].

They need to let us pick people who come in. You don't want the grade level to stay where it is then look at people's grades, not their faces.

Grade 7

I would like the parents involved with the board to listen to our suggestions and know what we want instead of assuming.

I'd like the parents to be involved but not too involved.

No Power School, a little less involvement.

My parents are way too strict. I wish they would back down.

Parents should back off a bit and not put pressure on parents who don't have time to help.

I think that involvement is good now, but make it known more that people with special circumstances can have waivers off the 40 hours.

I would like to continue to have good family involvement.

Parents of different backgrounds should come in and talk about their culture.

More yard duty.

I want the news of volunteer hour waivers to reach the parents that don't have the time to worry about their kids' grades or put in so many hours.

More parents working from different backgrounds, because most of them are working.

Better recognition for the parents putting in volunteer hours.

Parents getting involved with students for eg. Chris Bowman, she is always interacting, playing with the students.

Parents who come and teach us about cultures that they know about or are a part of.

I think there should be more opportunities to put in community service time.

Have parents get involved with something other than yard duty.

Current State of Diversity:

Who's here at PCS?

Grade 12

Students who come from middle to upper class. The students population doesn't represent the Santa Cruz community and surrounding areas.

We have diversity, but there are so few with regards to the population.

Grade 11

Not very diverse students. Lots of upper/middle class, either white, Jewish, or Asian. Very few Latino and African Americans.

I don't think that this school is very diverse. There are not very many people from different races.

A lot of white people. Not very many different ethnicities, also people do not seem to be poor.

A lot of white people, very few different skin colors. There are a lot of people who, even though not white, have a very American style culture.

Very stressed, academically focused students. Religious differences from most schools [huge Jewish minority]. Racial diversity but not completely obvious, tending towards white.

I think there is a lot of different people, a lot of people from different religions and different backgrounds, economic and cultural.

Well, lots of Caucasians. Hardly any Latinos or African Americans. No native Americans, probably.

Lots of religious diversity though.

Grade 10

Who gets into PCS depends on the lottery. We need families of all diversity to apply and realize it's not just elitists.

Not a lot of diversity. Mostly Europeans.

There is not a lot of racial, the most visible, diversity, but there is an ok level of less noticeable diversity factors.

People who really care about getting a great education, maybe we also need to respect that some families just don't want that.

Mainly Jewish kids, middle to high class kids.

I think we are primarily middle to high class students with a high Jewish student body. We have a low Latino population and several other "diversities."

Mostly Caucasian people, but we would absolutely accept more diverse people and cultures.

Middle/upper class, higher educated, American society, open minded families aspiring to high goals, but also in all areas of society and academics.

A lot of people at PCS came from private schools because PCS is small and has a good rep. Those are some of the same reasons why people go to private schools. We have mostly students who are good students because a lot of students apply who get good grades. Many people are afraid to apply because they don't think they can study hard enough.

While it's predominantly white and Jewish/Christian, there is still a sprinkling of other cultures, skin colors, and religions.

Caucasians.

A lot of white looking, mostly Caucasians, but there are a few exceptions. As far as religion, it is often not addressed and when it is, I find that those most likely to speak out are Jewish.

I think the majority of the school is white and way too small of a percentage of African American.

Lots of Caucasian/white people. A large portion of Jewish kids. People are afraid to accept other people's views such as political and religious.

Most of the people at PCS are middle class with parents who also went to college and it seems sad that there isn't more diversity at PCS.

They are mainly white.

Grade 9

PCS is primarily Caucasian and upper middle class, so there's not much variety.

PCS shows a very middle to upper class student body. Mostly white students as well. I don't feel like I am learning about how it would be to be in the minority since I am the majority.

The students at PCS, as mentioned earlier, are not very racially diverse, but are mostly up for diversity.

At PCS we really don't have diversity between skin color.

Our school is diverse in the sense of religion and ideas, but not racially.

Not any ethnic differences, lot of Jewish people, well off.

A lot of middle/upper class students. We have a lot of Jewish people as well.

The student population is mostly upper class and there is almost no Latino population compared to Santa Cruz in general.

White, not very many Latino.

I see that there are a ton of different cultures and ways of life at PCS.

There is not a lot of diverse ethnic or religious people here. But there are certain groups that are represented like the Jewish religion.

Because the school is so small and many people who are racially diverse do not sign up for the lottery, it appears, looking at the percentages, we are very NOT racially diverse here. But we are tolerant, yet vocal and willing to express their opinions.

So much white people...96%...

Jewish people, Christians, and other. The two main religions are Judaism and Christianity.

At PCS, there is little diversity.

There is a big religious diversity, but there is practically no ethnic diversity.

A lot of upper class people. There isn't a lot of different sexual orientation. We don't have a lot of different races at PCS either.

Mainly Caucasian students and teachers, however, we are getting better at it.

A lot of the people at PCS are from small, private schools, they're upper to high class white people.

I think that the majority of the students are higher class, white kids who have been sheltered from the life at a public school.

I have noticed a large quantity of students came from other private or very small schools which are not culturally diverse, serving as a deprivation to diverse education.

White people, if not white, you notice the Asian people, then you would see the few Mexicans.

Everyone the same. And this is not their fault! The attitude here chokes and smothers any student who acts or thinks differently. This makes sense to keep from having a threat to their perfect little system. To diversify our outer appearance, we should look inside first.

Currently, I see more "white" [European-ish] and Jewish kids here. Mostly we have middle to high class families. We only have a small part of what the people living in the country are.

The Jewish population at our school is really high. Middle to high is the majority in the economic.

Most people don't realize that there is more diversity than they think.

We mostly have Jews and Asians for diversity.

Most everyone is middle to high economic class.

Mostly white kids and Jewish kids go to PCS. Our students at PCS are extremely rich too. We don't have many Latinos at our school.

We are mostly upper or middle class white kids.

I think that there is a fairly diverse community, although a lot of people are white and middle high class.

There are also kids that are openly gay or bi-sexual and are totally open about it, and most people are perfectly ok with that.

Upper, middle class, parents who have lots of time and "white". Not Chinese, Arabic, Hispanic, etc.

Grade 8

I know that there are racial differences at PCS, but there aren't a lot of them. The majority is white.

More than 90% of this school is Caucasian, and the people who might appear different, generally have the same culture and are far removed from the country their ancestors came from originally. There are very few Latino, African American, but here is a larger Asian population than many places. I think that is mostly Caucasian people but there are a lot of different religions. It is mostly white upper middle class.

I think that we have a very large white population, but we need more Latinos.

Mostly white.

I don't think that there is a lot of different people, but there are some different people.

There is more diversity than it may seem, but we do reflect the college bound community in Santa Cruz. And that's what we are, a college prep school.

There is basically no diversity according to other schools, but for the lottery it's all random.

There are mostly Caucasians, but there are a few of each Asian, Latino, German, African American, etc.

I think that almost all of the PCS students here are Caucasian.

There is a high Jewish count and white Christians, but mostly white people over all [96%].

PCS is not a very diverse community. Religion is just sort of ignored and not talked about.

I feel that there are many Jewish people and many different types of Christians. However, there are barely any Muslims or Buddhists. Also some classes, such as in music and chorus, we constantly play Christian songs such as the Messiah.

I think in this school there is mostly religious diversity but not ethnicity. Basically there are middle class or above. And Asian people.

I think there is a very large religious diversity, but I do not see much ethnic diversity.

Mostly middle class from all over the county.

I think that there are a lot of white ethnic, not a lot of mix, like other schools, but some people have low income so don't try to get his/her child because they think it is a private school.

The majority of people are white, mostly people that have the money and the time to contribute to the school.

There are a lot of white and Asian kids at school.

We don't get a lot of ethnicities because I think that most people of different ethnicities think this is a super private school and think that they couldn't join. I think if we publicized more that PCS was not private we would get more ethnicities.

There are a lot of people coming from far away, not from walking distance from school. There are a lot of only white people.

White middle class.

A lot of people. There are people of all ethnicities at PCS. Right now there is primarily white.

White people, really nice people, different personalities, really good teachers, kids who want to learn.

The school really doesn't have any Hispanics because they don't know. They don't know that we want them. And there's only like 1% of African Americans in Santa Cruz I think, so I get that. And it probably would be somewhat intimidating if there was only like one African American at PCS.

All are from private schools, not so many from public schools.

At PCS there are mostly Caucasian, upper class, highly educated students. Also, most people came from private schools and there's not a lot of people from public schools who hear good things about PCS.

Most of the students you see are upper class, white kids wearing expensive clothes and listening to their new ipod. They're for the most part very intelligent, but still feel the need to show off how much money they have. Some kids just don't seem to realize that true wealth can be measured in intelligence and kindness not money.

There is luckily also a good percentage of kids who know the value of education. There are people from different races but not a lot of them. At other schools, there is more of a mixed culture.

Mostly we have upper middle class white and East Europeans, Jews, and Asians. There are very few Hispanics or African Americans.

There are a lot of Jewish and Asian families. Other than that, there's not a lot of diversity. We're pretty much a white school. Most of the students here are middle to upper class with higher educated parents. I think no Hispanic people are here and just because they live in Watsonville or other places around here does not mean they are not smart.

Grade 7

There is diversity, but not much in the "sight" sense.

Not much diversity in race. There are lots of well off families at PCS.

I think that there is a low Latino population at school.

There are mostly white. Many people are upper class. It seems that there are more Jewish people here. It is assumed that all students own a computer. There are computers in study hall, but not enough there to use them.

The majority of PCS students are Caucasian, there are few other races.

Not that many Latinos and African Americans.

Different religions, but very few Latinos and African Americans.

I think that there are way more Latinos in Santa Cruz than at PCS.

It is mostly Caucasian but we are slightly diversified with class.

Very little diversity, mostly white.

Mostly white.

The county has a high percent of Latinos, but PCS doesn't reflect that. Also the teachers are from different places, but nearly all white.

Almost all white, upper middle class students.

20 Latinos out of 40% Latino in SC, 1 percent African, Delphene is president of the student body, which shows acceptance and equals respect between races.

Well mostly white. We do not have much at all diversity.

I feel that mostly we have white, middle to upper class families that are well educated, but we have about an even amount of boys and girls and a lot of different religions.

At PCS, I think there is a lot of religious diversity over all. I don't think there is enough ethnic diversity.

Most people at this school are white upper to middle class kids.

Kids from all over the county and of different ethnicities and religions.

Desired State of Diversity:

Who's here at PCS?

Grade 12

Students who reflect who lives in Santa Cruz and come from different cultural backgrounds.

More diversity in who gets in and more socio-economically diverse families.

Grade 11

We need diversity in student body and a specific place in this school for Latino and African Americans.

There should be more people from different races.

I would be fine with more diversity.

I would like to see more Latinos and Pacific Islanders here.

People who are interested in different things, maybe not straight forward, college bound academics.

People with different politics, not just liberal and democratic. More happy and well rounded students.

I would like to see more ethnic backgrounds.

Grade 10

PCS needs to further advertise their availability to more diverse cultures of all kinds.

Maybe a bit more diversity from local community.

Anyone, everyone.

I want to see people who want to be here. To me, diversity is wonderful, as long as the students, etc., are driven. I think we, the students, are very willing to accept everyone.

Well obviously we need more diverse people, and I think we should do more outreach with students going to other schools.

I want everyone! You can't classify any one "type" of people and say they would be a bad contribution, they all bring their own necessary qualities.

It shouldn't matter who is here. Everyone should be here.

More people with different, interesting experiences, more religions and ethnicities, more exchange students.

I feel that eventually PCS will become more diverse, though the way to school is formed, it will not happen for a while. The school is in its early stages and through the years the "finished" image of PCS will be seen.

More knowledge of other cultures, more acceptance of other people which could be attractive to prospective, more diverse students.

There should be more diversity in general, I definitely think there should be a change in the way the school is now. People will become so sheltered at PCS that when kids go to college and the real world, they will have too much of a culture shock.

I think siblings should be let in.

We definitely could have a more diverse group, especially economically. More people should have the opportunity to get a good education like at PCS, but many who really could use the opportunity don't get to because PCS is so selective.

I think there should be more Latinos because there are so many Latinos in our area.

Grade 9

Just more diversity in general, racial, social classes, etc.

I really want there to be more diversity in race and class. I don't have any friends who can show me a life different from mine. I feel very sheltered in a bad way. I want the experience to learn about other cultures and classes. Diversity is a necessary part of life. When we go out into the world we aren't going to be around upper class, white people.

Variety.

I think we should let the lottery decide who comes.

More not visual differences, but ideas and religions.

Tons of different ethnic groups, economic classes.

There should be more Latinos and more poor people.

More Latino.

I would like to see more diverse students at PCS. I would also like to see more diverse teachers too.

I think that we should have more people with different ethnicities. Also people with financial problems should be aware that PCS is not a private school.

More racial diversity and acceptance of diverse sexual orientation. We also need better advertising for the school all over Santa Cruz county.

Let it grow and see what will happen. More diverse people will get in and if people apply they might get in.

I would like to see more people from different nationalities and backgrounds.

I'd like to see more families of different cultures and races.

I would like to see a lot more difference in races, sexual orientation, cultures, economic status and everything else.

We need more diversity. It's a small school and very segregated. We should open up slots for first generation children so they have the opportunity.

I think we just need more diversity, more people with different backgrounds, cultures, and religions.

I think the idea of setting aside spots in the lottery that go to different families is a good idea.

There does need to be a change in cultural diversity, even small changes help.
Less super rich people that are sending their not so smart kids here and more smart people that don't have a lot of money and can't get in.
Different people. I can look out on the classroom and safely say, "You all look the same"...it's pathetic. I would like more diverse kids. If half the school was a different race, I probably would have more diverse friends. It wouldn't kill me.
I don't mind people of different races. If there were more diverse people at this school I wouldn't mind. I would just have a more diverse set of friends.
I think we need to open up to other places and educate other people about PCS.
More diversity.
Who's here now, and who wants to be, and whoever applies.
More ethnic people, because I think then people will also see that our school is not just a rich white school.
Need to get the PCS idea across. People are misunderstanding what PCS is about – tuition, etc.

Grade 8

I want to see more racial differences, because I rarely see them, and I go around different places.
We should have a much more diverse school in every way. We need people of all ethnic, economic, social, and religious groups, so that we can know them, not just learn about them.
I think there should be more people who are racially different and different cultures should be incorporated.
I think that at PCS we need more ethnic backgrounds.
More working class people.
I think we should have more socio economic diversity, although we need a bus.
I would like to see some more peoples.
I want to see more diverse population, and a greater mix of different income families.
I would like to see more diversity.
I think that the school should naturally progress.
I would like them to welcome diversity, but who enters the lottery to get in can't be controlled. There could be more community awareness about our school though.
I think that we should spread the word about PCS so that we get more Hispanics and people of other cultures into this school.
I'd like to have more people from other countries or schools of different ethnicities so that they can share their life stories and more diversity from lower class people. I want people of lower class to feel welcome in a school of higher class people.
I would really like to see a general amount of ethnic diversity in the school.
We need more visible differences.
I think the majority of PCS is white ethnicity. We need more cultures here and get the word out that we are not private. But a public school where anyone can try to get in.
More people that are not wealthy and just care about their children and want them to have a good education.
I want to see more families of different ethnicities and different religions. People with different income and different social or political opinions.
I would like a wide variety of ethnicities [poor, rich, different countries, skin color, races, etc.]. I believe if this happened PCS would not be so hated on.
I want a more different ethnicity and maybe lower classes.
A little of every culture.
It would be nice if the people who ran the lottery would make sure more people of different races would get in.
I want more positive kids, talking about PCS, I really like having smaller kids.

More people! This school is so small, that's part of why there's very little diversity, lottery, huge waiting list.

I think that if more diverse people learn about PCS in a positive way we will get more diverse applicants and this would add more diverse people to PCS.

I'd just like to see more diversity of all types, not just ethnicity.

I think we can improve our sports because there aren't many competitive players at PCS.

A bit more races should be at PCS for the opportunity for different friends.

I would like to see a lot more diversity among students as well as teachers.

We need people who want to come.

Grade 7

I want to see visible difference, a different social class.

I would like PCS to have more diversity in race and class.

I want there to be more Hispanics and African Americans.

I would like different cultures to be at PCS.

I want to see different cultures.

I think there should be a greater reflection of the county in the school.

I would like more African American students as well as Latino.

More diversity in race, economic status. I would like to see better advertising.

Working class.

I would like to see different socio-economic status, and kids from different places to be able to come from other places.

More working class students/parents and more from different backgrounds.

Much bigger population of Latinos and African Americans.

I would like it a lot if we had more people like Mexicans, Chinese, African American, get people to know a lot in PCS.

More people with different backgrounds. Let them know that even if they don't have a lot of money, they can still go here.

The majority of kids at PCS are middle to upper class whites. I would really like to see more ethnicity.

This is horrible, but I know practically no kids from different racial backgrounds.

I want to see more students that aren't just super smart students.

Appendix 13

Community Input Meeting to Diversity Task Force May 11th, 2006

Present: **Michael Watkins**, SCCOE; **Tony Hill**, Diversity Consultant, Access Unlimited; **Dana Sales**, COE Board Member, **Carolyn Coleman**, CFO of Santa Cruz Community Counseling Center; **Diego Navarro**, Director, Watsonville Digital Bridge Academy, Cabrillo, PCS parent; **Kris Reyes**, Community Relations Director, SC Seaside Company; **Rowland Baker**, SC COE Assistant Superintendent; **Jane Weed**, Community Action Board

PCS-affiliated Attenders:

Andrew Goldenkranz, Principal; James Reinhardt, Development Director; Cynthia Druley, PCS Parent and DTF Parent representative; Bernadette Zavala, PCS Board Member, Diversity Outreach and Education Committee, Diversity; Judy Carey, PCS Board Member, Public Relations; Lauren Mari-Navarro, PCS Board Member, DTF Coordinator, Diversity; Ellen Timberlake, DTF Community Representative, Co-leader of DTF, PCS Incoming Board Member; Deepika Shrestha Ross, DTF Community Representative, PCS Incoming Board Member

Presentation Structure:

- 1) Challenges re: Recruitment and Outreach**
- 2) Structural Challenges**
- 3) Enrollment Policies**
- 4) Other**

Meeting Agenda:

Introduction and Expectations

PCS story and history of DTF/context

Challenges

Next Steps

Comments (paraphrased) from Community members and PCS-affiliated attendees. Highlighted names are invited guests from SC community.

A. Where do we want to be? Seems statistically impossible to achieve diversity at PCS. The Charter of the school was established to include diversity. Since you couldn't, this is the reason SCCS would not charter you.

(J): This is a "how to" question. We are asking for ideas on strategy re: diversity. Is it recruitment; is it lottery design?

B: Is it legal to change your lottery and allow for Affirmative Action at PCS?

C: This is also a competition issue. Every student pulled from one of SCCS public schools has a significant fiscal impact on these schools.

D: Seems to me this is a marketing issue. Who is applying? Are Latinos and African Americans applying to the school? What does your applicant pool look like? Are there more minorities on wait list than at the school?

(A): The wait list applicant pool looks like our current demographic.

E: We live in an institutionally racist country. This is a “public elite” school failing miserably at diversity. You say you intend to be diverse. Who has taught you about diversity? If you were doing this badly in science and math there would be a public outcry. You have structural mindset issues that I don’t believe your organization has dealt with. The Country is set up this way, to give you world class recognition to a school around academic issues, even as you fail miserably at achieving diversity.

(B): Can you give us 4 or 5 structural changes you would recommend?

E: If I don’t see myself as having value, then how can I see myself as welcome here? Low SES are not going to college.

(B): If we had a distinct opportunity for students with parents who were first generation college, would a strategy like that help?

E: Yes. Again, if your kids were *not* getting math and science, there would be rioting in the streets. If you really wanted to do something about this, you would be paying professionals for fixing the problem, not calling on volunteers like you are here.

D: What are you doing in marketing? If you want that disproportionate number to rise, the how to’s are in marketing. Otherwise, you will always only have a one in seven chance of getting in.

(D) If you look at the Honors AP courses at all of the SCCS public high schools, they have the same disproportionate representation that PCS has in their AP classes. PCS gets a magnifying glass on our problems. Perhaps some focus on this inherent problem in the larger public school system should be addressed.

F: Have you checked with legal counsel about the means in which you can achieve more balance in diversity?

(B): I agree that we do need to talk more about institutional racism. In our outreach we do need to pass on the message that these students deserve it. The issue of retention, for example having low SES students integrate into a larger population of higher SES

students who can afford to go on trips to Europe. Critical mass makes a difference. You have to have enough people with this background who feel comfortable enough to “hang” if there are “more folks like me.”

(A): Yes, at Aptos High we had problems with low numbers of students from migrant backgrounds and retention went up when we went from 1 to 2, to dozens. Higher numbers support retention.

A: If you moved preferential enrollment of 35 (cumulative) slots generated by board member’s preferential enrollment, then there would be more room for low SES/1st generation students. I’m having a hard time figuring out the “how to” strategies. PCS is not addressing the community need for disenfranchised kids, ELL, etc. This is a talented resourceful group who are not being change agents because of their isolation at PCS. It’s a gain for PCS students, but a loss for the community. My kids went thru the public school system (SCCS) and they are successful...

G: We are also talking about institutionalized classism. At New Horizons School where they serve homeless families, these students would never think about PCS as a possibility for them. Multiple issues concerning this: Proximity, geography, dealing with traffic across town; involvement in the school is a barrier for those who work long hours; “trips to Europe,” art classes, sports. Can they participate, feel that they belong to that crowd?

My own 4 kids have attended SCCS public schools and have had broad exposure to a wide range of SES backgrounds that I support. I gravitate toward Tony’s and Carolyn’s views.

I feel grief that PCS deprives SCCS to have stellar students, models for excellence, students who help to bring about change. I grieve that they aren’t there (in SCCS).

(A): And with your parent educator hat on?

G: Students value themselves when the teachers and parents care. Small classes are important; redefining what it means to be involved. Monarch School (SC City Small Schools) is an excellent model that utilizes positive discipline methods (all parents must learn the method); and where parent participation is important. This is a good model to observe and learn from. Students use positive affirmation and respect in the classroom groups...

H: We must squarely face the issues of poverty. I recommend that you read Frameworks for Facing Poverty by Ruby Pane. She writes about the “Hidden Rules” of class. There are hidden rules of the middle class; the upper class, and those experiencing poverty. If PCS is really interested in change, they must work to make the hidden (implicit) rules *explicit*. Students affected by poverty have complex lives: single parents, caregiving for different generations in the home; multiple jobs....How do we begin to take those backgrounds into consideration?

I was tracked into wood shop, metal shop because of my Latino background and with no one to advocate for me in the school to take college prep classes. You might think I wish that a PCS did not exist. But I think that at PCS, no matter who you are or what your ethnic background, you are part of the group that will get a college prep education. This is an educational alternative that allows everyone to succeed. But you need to address poverty and the hidden rules of the middle class within the curriculum.

(J): On behalf of Sheila Carillo who had wanted to be here, she points out how important it is to develop student leadership around diversity. They have grants that help support that opportunity.

I: Maybe you are trying to achieve something that is not achievable. I don't know that you can bring Watsonville students to PCS. I believe in Charters as alternatives and my kids went to one, but in Junior High I felt it was important that they experience the "real world" so I took them out. Our Charter school could not understand this. I wanted to expose them to diversity. I *regret* that PCS students are *not* getting exposed to more diversity.

E: I like that word, "grieve." I grieve that fewer and fewer people are getting more of the privilege. I need your brilliance. Need to come up with a Charter that is not either/or but and/and.

D: I was born and raised in Santa Cruz, (as were all of my immediate family.) I don't have kids right now. I don't want PCS to apologize. I recognize PCS for its efforts. In my work I see how easy it is to spend a lot of time talking about doing...but with more talking, there is no real progress. You need to move forward, take real steps. Be creative, unconventional. Victory lies in being unconventional. I would love to help you out in this if I can.

Reach out to these populations in a way in which they will be responsive to your efforts.

E: This moves beyond outreach. Retention is KEY.

B: Who are we educating? Let's look at how the demographics for all SC schools has changed since the 1950's. Next steps? You need to *chunk it down*. What can PCS do for *its* piece? You can't get paralyzed. What are the next steps? These problems (of racism and classism) are endemic to the County, endemic to the Nation. It's time to move...

The Principal wrapped up with a summary of the meeting and let participants know that there would always be a seat at the table for them to provide input and ideas on strategies for our next steps regarding diversity at PCS.

Appendix 14

Local Governance and State & Federal Laws

Excerpt from the PCS Charter for 2006-2011:

California Educational Code 47605 (b) (5) (G):

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Federal Charter Schools Legislation

- Establishes the goal of reaching "educationally disadvantaged students" as one of the primary reasons for creating charter schools
- Prohibits charter schools from charging tuition
- Requires admission of students on the basis of a lottery if more students apply than can be accommodated.
- Requires that charter schools be nonsectarian in their programs, admissions policies, employment practices, and all other operations, and prohibits affiliation with a sectarian school or religious institution

Compliance with Title VI of the Civil Rights

Act of 1964, Title IX of the Education Amendments of 1972, and part B of the Individuals with Disabilities Education Act

Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination on the basis of race, color, or national origin in any education program receiving federal financial assistance. Title VI and related case law prohibits discrimination in student admissions, student access to courses and programs, and student policies and their application. The Office for Civil Rights (OCR) within the Department of Education has the responsibility of enforcing Title VI.

Under the Department of Education's Title VI regulations, practices of discrimination based on race, color, or national origin that are prohibited include:

- Providing services, financial aid, or other benefits that are different or provided in a different manner

- Restricting an individual's enjoyment of an advantage or privilege enjoyed by others
- Denying an individual the right to participate in federally assisted programs
- Defeating or substantially impairing the objectives of federally assisted programs:

In *Lau v. Nichols* (1973), the Supreme Court found that Title VI requires a meaningful opportunity for limited-English-proficient (LEP) students to participate in public educational programs. This decision is the legal basis for the LEP policy of the Office for Civil Rights. The policy, originally stated in a May 25, 1970, memorandum issued to school districts with more than 5 percent national origin children, states in part:

Where the inability to speak and understand English excludes minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the deficiency in order to open its instructional program to these students. The memorandum further states that Title VI is violated if:

- Students are excluded from effective participation in school because of inability to speak and understand the language of instruction
- Minority students are mis-assigned to special education classes because of their lack of English skills
- Programs for LEP students are not designed to teach them English as soon as possible, or operate as a dead-end track
- Parents whose English is limited do not receive notices and other information from the school in a language they can understand.

Title IX of the Education Amendments of 1972

Prohibits discrimination on the basis of sex against students and employees in educational programs that receive federal funds. Prohibits sex discrimination in such areas as participation in most courses; admission to vocational, graduate, professional, and public undergraduate schools; counseling and guidance tests, materials, and practices; physical education and athletics; student rules and policies; and extracurricular activities.

Requires designation of at least one employee to coordinate compliance with Title IX, including the investigation of alleged noncompliance. Requires notification to "all students and employees of the name, office, address, and telephone number" of its Title IX officer

Section 504 of the Rehabilitation Act of 1973

This section prohibits discrimination on the basis of handicap in any education program receiving federal funds.

Employers of 15 or more persons are required to:

- Designate at least one person to coordinate efforts to comply with the law
- Adopt "grievance procedures that incorporate due process standards and that provide for prompt and equitable resolution of complaint"
- Notify students and employees of the prohibition against discrimination

State and Local Laws

State and local laws addressing charter schools and equity vary widely. In 1996 the Center for Policy Research conducted a survey of 19 states' charter school laws. It revealed that all but six had general antidiscrimination clauses forbidding discrimination on the basis of disability, race, color, gender, religion, or national origin. Several states go beyond this, targeting specific student populations in the enrollment process to achieve a racial and ethnic balance that reflects that of a district at large, or to enroll students who are at risk of dropping out, have limited English proficiency, or have disabilities. An individual school's charter may also contain antidiscrimination clauses or proactive measures to ensure equity. To the extent that such provisions exist, they reaffirm or add to federal antidiscrimination law and provide for enforcement at the state and local levels.

Sources: It's Not Just Good Teaching, It's the Law: Meeting the Equity Challenge in Public Charter Schools: <http://www.nwrel.org/cnorse/booklets/charter/5.html>
<http://www.ed.arizona.edu/wren/>

Northwestern Regional Educational Laboratories and Western Regional Equity Network,
Region IX Equity Center (Arizona, California, Nevada)

WREN and NWREL are two of 10 equity assistance centers that are funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The centers provide assistance in the areas of race, gender, and national origin equity to public school districts to promote equal educational opportunities.

Standard One
Domain: Diversity Planning

Principle: Plans solidify a commitment and provide a road map to action.

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Diversity Planning					x= New Resource
	1. Goals of the Five Year Plan are reviewed, modified as needed, and met by 2010.	1.A. Board and principal sign plan by September 15, 2006.	1.A. Review plan at August Board of Directors meeting; ratify at September Board of Directors Meeting.	Signed plan	
		1.B. Integrate diversity planning and oversight into other PCS strategic planning processes.	1.B. Review structure of all PCS strategic planning processes. Make recommendations for necessary structural changes to ensure that diversity planning coordinates with all PCS planning efforts. Recommendations should also address timing of plan development and review, relationship to budget development, and evaluation of results.	Recommendation to PCS Board of Directors by December 2006.	
		1.C. Appoint Committee to oversee implementation and ongoing evaluation of Diversity Plan.	1.C. Review current role and function of Diversity Outreach Committee. Principal makes recommendations to Board of Directors regarding necessary changes in composition, reporting relationship, role, and function of an ongoing committee.	Recommendations by Principal to PCS Board of Directors by October 2006.	

Standard Two
Domain: Structural Diversity

Principle: Students educated in schools with diverse populations are better able to develop the knowledge and skills necessary to succeed in an increasingly complex and competitive global society.

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u>	<u>First Year Goal</u> <u>School Year 2006/07</u>	<u>Planned Activities</u>	<u>Method of Measurement</u>	<u>Budget/Resource</u> <u>Implication</u>
	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Structural Diversity					x= New Resource
	<p>1. The lottery pool reflects the countywide demographic of college-seeking students.</p> <p>The PCS student body is racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1. Incremental year one targets are met for improving the percentage of applicants that are racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1A. Establish reliable data source and baseline for:</p> <ul style="list-style-type: none"> • PCS applicant data by racial and ethnic breakdown • county-wide demographic of students seeking college preparatory education. <p>Based on data above, identify incremental targets for 5-year diversity plan. Year one targets to be identified by October 15, 2006.</p>	<p>Written recommendation to Board of Directors by November 2006.</p>	
			<p>1.B. Ensure that enrollment forms, emergency forms, databases, and reports capture and maintain data in an accurate and culturally sensitive way.</p>	<p>Written recommendation to Board of Directors by November 2006.</p>	x
			<p>1.C. Conduct neighborhood walks and/or direct mail recruitments in Beach Flats, Davenport, Live Oak, and Watsonville.</p>	<p>Number of walks and direct mail campaign broken down by geographic area. Report by March 2007.</p>	x

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Structural Diversity					x= New Resource
	<p>1. The lottery pool reflects the countywide demographic of college-seeking students.</p> <p>The PCS student body is racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1. Incremental year one targets are met for improving the percentage of applicants that are racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1.D. Develop anchor partner relationships with community-based agencies in targeted geographic areas. Some examples may include but not be limited to Live Oak Family Resource Center, Familia Center, La Manzana, Davenport Family Resource Center, and Mountain Community Resource Center.</p> <p>1. E. Develop partner relationships with county-wide educational institutions and programs. Some examples may include but not be limited to COE XL Tutoring, and Alianza school.</p> <p>1.F. Direct mail invitation and follow-up call to attend a PCS Open House to all public 5th and 6th grade teachers in Santa Cruz County</p>	<p>Quarterly reports on activities beginning in March 2007.</p> <p>Quarterly reports on activities beginning in March 2007.</p> <p>Number of teachers participating in Open House.</p> <p>Number of students from those schools enrolling in 2007 lottery.</p>	<p>x</p> <p>x</p>

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	<p>2. The community has an accurate and positive understanding of PCS.</p> <p>PCS ensures that all prospective and existing students and their families receive information about PCS that is understandable, respectful and provided in a manner compatible with their language and culture.</p>	<p>2. Develop and recommend for adoption by the Board a strategic approach for outreach and public relations that integrates diversity as one of the core outcomes.</p>	<p>2.A. PCS Board of Directors identifies a public relations expert to review existing public relations strategies and materials, interview and conduct focus groups with key stakeholders, and develop a comprehensive public relations plan that incorporates culturally relevant and effective outreach strategies, messages, and materials.</p>	<p>Written plan and proposed corresponding products, approaches and materials to the Board of Directors by April 2007.</p>	<p>x</p>

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Structural Diversity					x= New Resource
	3. The PCS faculty, staff and board of directors, is more racially and ethnically representative of the Santa Cruz County Population	3. All PCS outreach, recruitment and retention efforts for faculty, staff, and board members are conducted in a way that clearly utilizes effective methods of reaching diverse candidates, and results in more diverse applicant pools.	3.A. Add references to “Equal Opportunity Employer. . . .are encouraged to apply”	Written reference	
			3.B. Ensure that recruitment ads are put in ethnic minority professional associations according to specialties	List of where recruitment adds are placed	
			3.C. Build relationships with regional teacher preparation programs and other local pipeline programs.	Progress report by principal	
			3.D. Build on new board recruitment policy and community outreach efforts to increase racial and ethnic diversity of PCS Board.	Composition of new incoming faculty, staff, and Board members during School Year 06-07.	
			3.E. PCS Board of Directors identifies an HR expert to examine all current PCS hiring practices. Make recommendations for appropriate training where needed and standardized hiring protocols and practices that are culturally competent.	Written recommendations on training, protocols and practice to the Board of Directors by April 2007.	
			3.F. Develop data systems and protocols that track applicant statistics.	Evidence of system and protocol in place. Annual reporting.	

Standard Two
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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	4. Enrollment policies and practices reflect the principles and commitments expressed in PCS' Diversity Standards.	4. A. Assess the legal feasibility of developing an additional enrollment preference program based on socio-economic and/or first generation college criteria. If feasible, develop two-year pilot program for consideration by the Board of Directors.	4 A. In consultation with PCS legal counsel, define parameters of a pilot preference program including but not limited to the following: <ul style="list-style-type: none"> • Definition of preference • Number of slots and rationale • Lottery structure • Eligibility criteria • Application forms • Verification process • Outreach and Marketing • Implications for Charter Revision 	Written summary of pilot preference program. Report to Board of Directors in October 2006 and April 2007 with updates and recommendations.	

Standard Two
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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	4. Enrollment policies and practices reflect the principles and commitments expressed in PCS' Diversity Standards	4.B. Develop recommendations to mitigate the adverse impact of all set-asides on the demographic composition of the PCS student population, includes admissions preferences for children of Board, faculty, staff and siblings.	4.B. Board of Directors reviews existing admission preference for children of Board members; 4.B. Faculty, staff and admin assess recruitment and hiring history to assess relevance of staff preference; 4.B. Board, admin, and PVA assess use and need for sibling preference. 4.B. Board reviews current definitions of "siblings" and "children" as it relates to enrollment.	Written recommendations by November 2006.	

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Structural Diversity					x= New Resource
	5. Barriers to access created by site location, family expectations, transportation, and PCS' 7-12 structure, are actively addressed.	5. A. If PCS replication initiative is pursued, ensure that location considerations include impact on diversity as a key value. Incorporate impact on diversity as a key value in any preliminary analysis of upcoming lease renewal for current PCS site.	5.A. TBD based on status of replication discussion and any lease renewal preliminary activity.	TBD	
		5. B. Clarify and publicize the role of the family service commitment and the Annual Fund Drive (AFD).	5. B. PVA broadens definitions of parent service options and creates more user-friendly access.	Written description of parent service options.	
			5. B. Development Director and Development Committee ensure that materials emphasize the voluntary nature of our AFD.	Publicity materials	
		5.C. Transportation options for students adversely impacted by PCS location are developed.	5. C. Survey PCS families, community partners, and allies regarding transportation needs and opportunities.	Written survey results and recommendations to the Board of Directors by April 2007.	x

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Structural Diversity					x= New Resource
	5. Barriers to access created by site location, family expectations, transportation, and PCS' 7-12 structure, are actively addressed.	5.D. Research to assess the impact of changing schools twice in two years as an access barrier that impacts diversity at PCS.	5.D. Incorporate into all outreach strategies questions regarding PCS 7-12 structure as a barrier to lottery application.	Report of results by Principal.	
		5.E. Address cultural barriers and practices that create access problems for current and prospective students and families.	5.E. Identify current Spanish bilingual capacity of existing staff; based on results identify strategies for ensuring that language barriers to access for current and prospective families are addressed. 5.E. Identify ways in which current methods of informing and including current and prospective students and families create barriers to access and inclusion: examples include but are not limited to use of technology, use of language around family composition, responding to students and families with special needs and/or disabilities. Based on results, make recommendations for change as needed.	Written results and recommended strategies to Board of Directors by December 2006.	x

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	6. Students, faculty, staff, parents/ guardians and board members are knowledgeable about diversity issues and have achieved a high level of cultural competency about diversity issues.	6.A. Secure agreement on a strategic approach that will institutionalize PCS commitment to enhancing cultural knowledge and competencies. Approach needs to identify necessary resource commitments.	6.A. Write and issue a request for proposals (RFP) to solicit professional expertise in developing a 5-year institutional approach for educating and training staff, board, students, and parents on diversity related issues. Seek input from local experts and charter school technical assistance providers (like the Western Regional Equity Network) in the development of the RFP. Plan needs to identify core competencies that relate to the PCS mission and charter and make recommendations on training curriculum, venues, and other system changes to support increased knowledge. Issue a request for proposal by October 1, 2006 with vendor(s) selected by December 1 st .	Request for Proposal issued and vendor selected Written plan to Board by April 2007	x

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	6. Students, faculty, staff, parents/ guardians and board members are knowledgeable about diversity issues and have achieved a high level of cultural competency about diversity issues.	6.B. Cultural competency education begins on campus at all levels	<p>6.B. Consultant to develop an annual comprehensive survey to identify student/parent/faculty/staff and Board of Director attitudes, biases and beliefs about diversity and cultural competencies and awareness.</p> <p>6.B. Set aside adequate instructional time for outside experts to lead a workshop for students and faculty on culture-race-ethnicity-sexual orientation diversity education/appreciation. First training to be an orientation/intro with progressive trainings each year specific to grade or level (age appropriate.)</p> <p>6.B. Ask PVA to sponsor parent discussions and debates about diversity and educational opportunities.</p>	<p>Publish annual results of the student/ parent/faculty cultural/diversity survey. For students, provide results by class to gauge changing attitudes and competency levels.</p> <p>Principal/Faculty recommendations</p> <p>Discussions are held</p>	

Standard Three
Domain: Classroom Diversity and Academic Success

Principle:

- International and cross-cultural curriculum prepares graduates for life in the 21st century.
- All students can achieve academic success

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u>	<u>First Year Goal</u> <u>School Year 2006/07</u>	<u>Planned Activities</u>	<u>Method of Measurement</u>	<u>Budget/Resource</u> <u>Implication</u>
	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Classroom Diversity and Academic Success					x= New Resource
	1. PCS teachers, staff, board, parents, and students understand and fully appreciate the importance of diversity to students' intellectual as well as social and ethical development.	1. Review existing Diversity Belief Statement and ensure that it incorporates the value of diversity in the educational development of all students.	1. Small committee assigned to adapt existing Diversity Belief statement.	1. Statement is posted/ distributed to community.	
	2. Curriculum content truly reflects stated goals of PCS mission: to emphasize international and cross-cultural education and to promote fundamental ethical principles of compassion, honesty, fairness, respect and generosity.	2. Review current curriculum content for international and cross-cultural content and purposeful inclusion of ethical issues in all classes.	2.A. Teachers meet in departments to assess current state of curricular content with respect to international and cross cultural education. 2.B. Teachers meet as departments, divisions or grade level to share how ethical issues are brought up within the course content.	Reports are written. Idea bank is compiled. Reports are written. Idea bank is compiled.	Teacher meeting time needs to be allocated

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u>	<u>First Year Goal</u> <u>School Year 2006/07</u>	<u>Planned Activities</u>	<u>Method of Measurement</u>	<u>Budget/Resource</u> <u>Implication</u>
	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Classroom Diversity and Academic Success					x= New Resource
	2. Curriculum content truly reflects stated goals of PCS mission: to emphasize international and cross-cultural education and to promote fundamental ethical principles of compassion, honesty, fairness, respect and generosity	2. Review current curriculum content for international and cross-cultural content and purposeful inclusion of ethical issues in all classes.	2.C. Cultural/international/ ethical learning from different courses are shared with the broader school population in general student assemblies. (E.g. the African pen pal/ student writing project of 2 years ago, the Cinco de Mayo celebration with Head Start kids, the Cesar Chavez drama production of several years ago)	Assemblies occur.	Some funding
	3. Curriculum content supports goal to promote tolerance and cultural competency regarding ethnic, religious, gender, lifestyle and socio/economic differences in as well as beyond the PCS community.	3.A. Develop and maintain contacts with outside resources to enrich classroom activities and curriculum on differing cultures, socio-economic groups, and points of view.	3.A Expand teacher attendance at professional meetings and lectures and events at UCSC or Cabrillo to broaden their awareness of these issues and to gather new ideas. 3.A. Develop list of resources for teachers for outside speakers in class: UC interns, parent resources, community organizations, students from different backgrounds.	Teachers share ideas in brief written notices. List is created and visits occur.	Funding needed for teacher attendance conference and meetings as well as release time.

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Classroom Diversity and Academic Success					x= New Resource
	4. PCS faculty are able to differentiate instructional styles and methods in order to reach students from different backgrounds who want to learn and are willing to put in the effort.	4.A. Teachers develop “idea bank” for methods to address students with diverse learning styles. 4.B. Establish baseline information about current practice and knowledge base. 4.C. Make recommendations on required training and optional trainings.	4.A. Teachers meet with colleagues to share ideas regarding different teaching methods. 4.B. Dialogue and assessment regarding current faculty practice and knowledge begins. 4.C. Research on effective training curriculum for diverse instructional styles begins. Ensure that training includes responsibilities under special accommodation laws. Teachers get training to learn different methods (Maybe a 2 nd yr goal) ?	Shared ideas are recorded in meeting notes. Baseline information Training recommendations to Board of Directors by April 2007	Meeting time Resources for training and faculty meeting time.
	5. PCS provides effective support for English language learners	5.A. Augment the number of regular classroom teachers who receive training in ESL instruction.	5.A. Assess needs regarding ESL-trained teachers.	Needs assessed and training is provided	Training cost

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u>	<u>First Year Goal</u> <u>School Year 2006/07</u>	<u>Planned Activities</u>	<u>Method of Measurement</u>	<u>Budget/Resource</u> <u>Implication</u>
	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Classroom Diversity and Academic Success					x= New Resource
	<p>6. PCS faculty, staff, students, families and other community members are able to provide the necessary support so that the following excerpt from the PCS vision statement is attainable:</p> <p>“...all students are capable of taking and passing AP exams if the students are in a climate where that is expected of them, and they are given sufficient support to achieve this goal”</p>	<p>6.A. Support services are developed and augmented to help students with diverse learning styles or students who need additional support.</p>	<p>6.A. Expand after school tutoring by students</p> <p>6.A. Create “Homework Club” to accommodate students who need the time, place, resources (support material, tutors, computer access) or help to keep on top of homework. (Offer every school day until 5:30. Include a period for physical activity)</p> <p>6.A. Middle school learning support person works one on one or in small groups with 7th and 8th grade students needing support.</p> <p>6.A. Publicize and work with definition of “office hours” held regularly by teachers.</p> <p>6.A. Teachers in each grade level coordinate the development and distribution of written mini study skills for each course.</p> <p>6.A. Teachers/staff trained in cultural differences in expectations around school, participation and academics.</p>	<p>Tutoring is expanded.</p> <p>Homework club occurs and students needing extra help participate and are benefited.</p> <p>Middle school students know where to go for help, and go!</p> <p>Guidelines and times are publicized and clarified.</p> <p>Written documentation Teachers go over in 1st class and do refreshers</p> <p>Training occurs</p>	<p>\$ for staffing</p> <p>\$ for staffing (or PVA volunteers) Pursue Grants</p> <p>Budgeted</p> <p>No cost</p> <p>Staffing costs Meeting time for teachers/admin (sometimes for outside consultant)</p>

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u>	<u>First Year Goal</u> <u>School Year 2006/07</u>	<u>Planned Activities</u>	<u>Method of Measurement</u>	<u>Budget/Resource</u> <u>Implication</u>
	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Classroom Diversity and Academic Success					x= New Resource
	<p>6. PCS faculty, staff, students, families and other community members are able to provide the necessary support so</p> <p>“...all students are capable of taking and passing AP exams if the students are in a climate where that is expected of them, and they are given sufficient support to achieve this goal”</p>	<p>6.B. Support services are developed to help families support their students’ learning</p> <p>6.C. Develop literature for registration that clarifies PCS expectations regarding time commitment for students, homework help, computer access needs, etc.</p> <p>6.D. Survey families’ individual needs (transportation, after school care, quiet place for homework, support in English language learning for parents or students)</p>	<p>6.B. Family academic support meetings.</p> <p>6.B. The PVA offers family support activities, both on academic and social levels.</p> <p>6.C. Teachers, counselors to create with parent input</p> <p>6.D. Surveys completed, distributed to staff.</p>	<p>Staff facilitate meetings</p> <p>Support activities occur</p> <p>Literature complete, distributed, signed by parents and collected.</p> <p>Each students’ responses should be available to students’ teachers and counseling staff.</p>	Teacher/admin time

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- All students can achieve academic success

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Classroom Diversity and Academic Success					x= New Resource
	7. Students receive consistent academic advisory support from entrance to exit.	7. Culturally competent models for effective academic advisory services are studied. Important desired outcomes include continuity of advisor/student relationship, clarification on critical information to track and disseminate, and effective support for college preparation and application process	7.A. Designated teacher committee completes an Advisory study” with recommendations for implementation in Fall 2007. 7.B. Create mentoring and shadowing opportunities for families who need assistance in the college application process and/or would like to learn more about a particular career field or college/university.	A written study and recommendation are approved by faculty and presented to Principal by Spring 2007. New counselor works with PVA and faculty to create a program.	Meeting time for current teachers. \$ to fund advisory time put in by teachers outside of regular class time.

Standard Four
Domain: Campus Culture

Principle:

- Interactions between students have a strong influence on students' self-esteem, self-confidence, and motivation. Interactions with classmates, staff, and teachers have a profound effect on a student's enthusiasm and ability to learn.
- By respecting and celebrating diversity, all students have a broadened appreciation of self and others and can experience the benefits of diversity.

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u>	<u>First Year Goal</u> <u>School Year 2006/07</u>	<u>Planned Activities</u>	<u>Method of Measurement</u>	<u>Budget/Resource</u> <u>Implication</u>
	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Campus Culture					x= New Resource
	1. All students feel welcome, respected and safe on campus.	1.A. Create a more diverse range of scheduled cultural events, and provide hands on opportunities for students to experience diversity that are not necessarily community service activities. 1.B. Staff & faculty are knowledgeable and skilled at creating & maintaining environments that ensure respectful student interactions. 1.C. Identify and address concerns about harassment on campus.	1.A. Annual schedule of cultural events planned and promoted, including, but not limited to student assemblies. Some need to be "student speaking to students." 1.A. Enhance community presence in classrooms and campus with outside speakers, lecturers and students from other schools. 1.A. Work with Campus Culture Committee to create a multi-year plan of community assemblies & diversity events which include entire community in school events 1.B. Staff and faculty work with Principal to develop strategies, training opportunities, and teacher support structures to ensure that respectful interactions among students occur. 1.C. Student Government and Faculty work together to make recommendations on strategies for creating a harassment free culture. Recommendations should address interim strategies for students that need individual support.	Track and publish classroom and school-wide events on a quarterly basis. Multi-year plan. Recommendations by Principal Written recommendations and interim strategies	

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	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Campus Culture					x= New Resource
	2. Policies and student code of conduct are highly integrated and supported within the school culture.	2.A. All students, staff & faculty are educated regarding school code of conduct & policies 2.B. School defines and trains staff & students on a clear affirmative process for administration of policies with appropriate positive measures.	2.A. Post code of conduct in classrooms. 2.B. Provide teacher training on code and methodology for consistent, across-the-board enforcement of code.	Code posted by September 2006 Survey teachers and students at the end of the year re: code of conduct and respectful interaction.	
	3. Creative, and supportive student groups exist: and clubs, activities, & community service that promote diversity are embraced and supported.	3.A. Encourage more student groups with diverse focus (foster cultural groups or a GSA).	3.A. Meet with representatives from Student Government to discuss strategies for encouraging more student groups with diverse cultural focus. 3.A. Principal works with staff to coordinate Triangle Speakers into appropriate classroom and calendar time. 3.A. Student Government contacts Santa Cruz High and other local high schools to learn more about the establishment and function of their student diversity centers.	Written recommendations from Student Government implemented by January 2007. Triangle Speakers come to PCS by May 2007 Successful contact and recommendations to Student Body	

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Campus Culture					x= New Resource
	4. Students are involved in all plans for diversity activities and receive academic or community service credit for doing so	4.A. Create clear process and mechanisms for soliciting student input and leadership on diversity planning. 4.B. Integrate a student academic component for supporting, planning and implementing diversity activities.	4.A. Assess how students currently provide input and leadership on planning for diversity related activities. 4.A. Work with representatives from Student Government and Student Organizations to create an easy mechanism for students to provide input and feedback about proposed diversity activities. 4.B. Use UCSC interns as a significant resource for coordination of student input and diversity activities/trainings. 4.B. Recommend that Student Government consider a newly elected position that coordinates diversity efforts.	Mechanism for student input and feedback about proposed activities implemented by January 2007. UCSC intern(s) utilized during School Yr 2006/07. For credit student council position created during School Yr 06/07	
	5. Ensure that all families & students have equal access and equal opportunities to participate and succeed.	5.A. Analyze arenas where PCS makes assumptions that all students and families have equal access, resources, and support to succeed.	5.A. PVA, in conjunction with Student Government and faculty, surveys students and families. Based on results, makes recommendations about a range of support to ensure success of all students and families. 5.A. Ask PVA to sponsor parent discussions and forums about access and participation. 5.A. On student registration and enrollment forms, ask how students and families prefer to be contacted (email or hard copy).	Survey instrument and recommendations for enhancements to Board of Directors by April 2007. Sponsored forums September 2006	

Standard Five
Domain: Accountability

Principle: Evaluation measures the results and demonstrates accountability to successful implementation of the plan.

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Accountability					x= New Resource
	1. Goals of the Five Year Plan are reviewed, modified as needed, and met by 2010.	1.A. Budget appropriate resources to support the full implementation of first year plan.	1.A. Request budget augmentation in Sept. 2006 to acquire sufficient staffing support. 1.A. Submit recommended job description(s)/ staffing plan and recruitment strategy to Board of Directors by September 2006. 1.A. Secure additional staffing resources by December 2006. 1.A. Request budget augmentation in September 2006 for diversity training consulting services.	Recommendations approved by Board of Directors. Staffing resources secured.	x
		1.B. Make recommendations for utilization, modification, and/or development of data management and evaluation systems necessary to effectively evaluate diversity plan goals.	1.B. Review all existing data collection and data management systems currently used to track diversity related data. 1.B. Identify gaps, inconsistencies, and barriers to successful data management. 1.B. Make recommendations to Board of Directors for necessary changes in April 2007.	Recommendations to Board of Directors in April 2007.	x
		1.C. Ensure that appropriate teacher, staff, and board job descriptions and evaluation processes effectively address accountability to diversity plan goals.	1.C. Review all job descriptions and performance evaluation processes. Make recommendations to Board of Directors for necessary changes in January 2007. 1.C. Incorporate questions into exit interview process for faculty, staff, and students that solicit input on diversity related topics.	Recommendations to Board of Directors in January 2007.	